Elicitations employed by the main characters with respect to the participants’ statuses and roles in the film entitled ‘the day after tomorrow’ (a socio-pragmatics approach)
ELICITATIONS EMPLOYED BY THE MAIN CHARACTERS WITH RESPECT TO THE PARTICIPANTS’ STATUSES AND ROLES IN THE FILM ENTITLED ‘THE DAY AFTER TOMORROW’ (A Socio-pragmatics Approach)

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Stated whole-heatedly that this thesis entitled *Elicitations Employed by The Main Characters with Respect to The Participants’ Statutes and Roles in The Film Entitled ‘The Day After Tomorrow’* is originally made by the researcher. It is neither a plagiarism, nor made by the others.

If it is later discovered and proven that this pronouncement is falsehood, the researcher gladly accepts any consequences from English Department of Sebelas Maret University.

Surakarta, January 7th, 2007

Eka Belladona
MOTTO

Dan apabila hamba-hamba-Ku bertanya kepadamu tentang Aku,
maka (jawablah), bahwasanya Aku adalah dekat; Aku mengabulkan permohonan orang yang
berdoa apabila ia berdoa kepada-Ku. Maka hendaklah mereka itu memenuhi (segala perintah)

Ku dan hendaklah mereka beriman kepada-Ku,

agar mereka selalu dalam kebenaran.

(Q.S. AL BAQARAH: 186)

Everything I do

dedicate to You

Cause You made me

I am for You

(Yusuf Islam)

To live means to love ALLOH SWT above everything

To live means to do everything with our best for ALLOH SWT

To live means to know the meaning of live

To live means to fulfill our destiny

To be ‘Khalifah fil ardhi’

Every best thing has its perfect time.

Everyone, who regards it, should prepare

To best fit with its rights and duties

The rest, entrust everything to ALLOH SWT

(Bella)
DEDICATION

I dedicate this thesis to:

Allah SWT
My Father and My Mother
My Younger Brothers
All of My Good Friends, Sisters, Brothers, and Cousins
Me 😊
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Alhamdulillahi rabbil 'alamin

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The last but not the least, I realize that this thesis is still far from being perfect. Therefore, I regard with respect any criticism, recommendations, and ideas from the readers.

The Researcher

Eka Belladona
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ABSTRACT


This research studies the use of the elicitations in the film entitled The Day After Tomorrow. It is conducted to find out the types of the elicitations employed by the main characters, the way the main characters deliver the elicitations with respect to the participants’ statuses and roles, and the reasons why the main characters employ certain elicitations in the film.

This research deals with socio-pragmatics approach. It is a descriptive qualitative study, and it employs a purposive sampling as the sampling technique. The data are all the dialogs containing the elicitations, verbal and non-verbal response in the film, which have significant relationship with the problem statements. There are 61 data found in the film. The 61 data having the same characteristics are then reduced by using criterion-based selection.

The data are then identified by using Tsui’s theory of elicitations to identify what types of the elicitations are employed by the main characters. The researcher use SPEAKING formula, Brown and Levinson’s theory of politeness and the theory of intonation to reveal how the main characters employ the elicitations. The researcher also uses Holmes’ social dimensions and Fishman’s domain of language use to find out the reasons why the main characters employ the elicitations in the film. The elicitations are an adjacency pair event; therefore, Tsui’s classification of the elicitations’ responses is used to analyze the elicitations responses.

The result of this research shows that there are five types of the elicitations employed by the main characters. They are elicit: inform (30 data), elicit: confirm (14 data), elicit: agree (7 data), elicit: repeat (1 datum), elicit: clarify (9 data). It is also found that each type of the elicitations is delivered by the main characters in various ways. It is closely related to the intonation and the key ‘the facial expression and the body language’ presented by the participants when they have a conversation. It is found that the responses prospected given by the addressees and the receiver are also various. The responses found in the film are positive verbal response, positive non-verbal response, negative verbal response, and temporization verbal response. The researcher also finds that the appearances of certain types of the elicitations are influenced by some factors. They are the context of situations, the ends of the conversation, the social statuses and roles of the participants, the social dimensions and the domains of language use.

The result of this research is expected to give input dealing with the use of the elicitations and their responses prospected related to the social factors for the students, lecturers, and other researchers. The researcher suggests other researchers who are interested in socio-pragmatics study to conduct a further research on the elicitations and their responses. They may relate it with other social factors such as gender and age. They can also try to conduct a field study to study the use of the elicitations and their responses related with certain social factors in a real life.
CHAPTER I
INTRODUCTION

A. Research Background

People who want to develop their self and social-awareness have a need of communication. Through communication, people learn to express their feelings, ideas, beliefs, thought, and knowledge in order to influence other people, and maintain their relationship. It becomes a fact then, that, people around the world usually spend amount of their time to communicate with others by engaging in a conversation. In this way, they make and share the social interaction in the society by means of language.

In creating a successful social interaction, people require more than just knowledge of the topic and the setting of the conversation. It is also important for them to know something about the people with whom they are interacting. It means that the participants of the conversation should also be aware of each other’s statuses and roles in the domain in which the conversation takes place.

In all of the society that people as individuals belong to, they have different statuses and roles to fulfill. According to Goffman in Golder, (http://web.media.mit.edu/~golder/projects/roles/golder_thesis.htm) “a social role is the enactment of rights and duties attached to a given status.” Recognizing that different people have different statuses and roles allows acknowledging that they have different rights and duties, as well as different goals, needs and responsibilities within their communities. Thus, the kind of conversation that takes place in a social community is dependent on the statuses and roles of the participants, which are enacted within.
In a conversation, people do not only produce utterances containing grammatical structures and words, but they also perform an act through those utterances. According to Sinclair and Coulthard (1975, in Tsui 1994: 9), “an act is a unit in a discourse, and it is characterized according to its function in a discourse”. Hence, in characterizing an utterance as performing a certain act, it can be seen from its functions, whether it is intended to evoke a response, or it is a response itself. In this view, the acts are characterized in term of how they are related to each other in the discourse rather than the kind of function they are independently used to perform. For example, an elicitation is intended to solicit a response and it occurs at the head of the initiating move. This distinguishes it from a reply, which is a response and occurs at the head of responding move. It is clear then; the structural location is the important criterion in the identification of the type of what discourse act is performed.

In the conversation discourse, utterances that can often be found are elicitations. Utterances that realize elicitations have often referred to as ‘questions’. However the term question itself has never been clearly defined. Sometimes an utterance is identified as a question because it is in interrogative form, and sometimes because it expects an answer or some verbal performance from the addressee. According to Tsui, “utterances, which elicit solely a verbal response, are categorized as elicitations” (1994: 80). Meanwhile, Sinclair and Coulthard in Tsui (1994: 80) defines an elicitation as an act the function of which is to request a linguistic response-linguistic, although the response may be a non-verbal surrogate such as a nod or raised hand (1975: 28). Comparing both definitions, in this research the term elicitation is used as discourse category to
describe any utterances, which discourse functions to elicit an obligatory verbal response or its non-verbal surrogate.

The study of elicitations cannot be separated from the responses since elicitations cannot be understood without considering simultaneously toward the whole structure. Elicitations have the structure of an adjacency pair operation or action chain event. Elicitation event is a two-unit turn in which the elicitation and its response are linked by both temporal and relevant conditions. It means that an elicitation will be responded by the addressee right after it is delivered, and the response should be relevant to the elicitation given.

In the research of discourse acts, including the elicitations and their responses, conversations between the members of the real speech community are the actual data. However a film can also be used as the source of data as well; since, it is a representation of reality. According to Turner (1993: 130) film is seen as a ‘reflection’ of the dominant beliefs and values of its culture. Therefore, film can be categorized as an essentially potential resource for research on discourse and conversational analysis.

Thus in this research, the researcher uses a science fiction film entitled The Day After Tomorrow directed by Roland Emmerich and produced by 20th Century Fox as the source of data. This film is interesting since the themes of this film contain humanity messages. Thus, this film describes an American Experiences Fiction in which there are many elicitations employed by the characters. Elicitations used vary based on the different topics, functions, participants with respect to their statuses and roles, and context of situations in the film. Due to those reasons, the characters employ different elicitations in their
interaction through their dialogs in the film. The following examples will give an understanding about it:

Laura Chapman : Hey.
Sam Hall : Hey, are you all right? You look like you have a fever or something.
Laura Chapman : I'm fine. I just can't sleep. My mind keeps going over all those worthless decathlon facts. It's pretty stupid, huh?
Sam Hall : No, it's all right. I guess you just haven't had time to adjust yet.
Laura Chapman : How am I supposed to adjust, Sam? Everything I've ever cared about, everything I've worked for, it's all been in preparation for a future that no longer exists. I know you always thought I took the competition too seriously. You were right. It was all for nothing.
Sam Hall : No, I just said that to avoid admitting the truth.
Laura Chapman : The truth about what?
Sam Hall : About why I joined the team. I joined it because of you.

At that time Laura seems unwell. Meanwhile, the natural disaster attacks almost the entire north world making her, Sam, Brian, J.D., Luther, Jeremy, Elsa, Judith, Jama and her daughter to take shelter in the New York Public Library. Noticing Laura's condition, Sam tries to approach her. Sam is Laura's friend. They join into one team to compete in the Scholastic Decathlon Competition in New York to be the representation of their school. Hence, they have a close relationship. As a friend, Sam realizes that he should concern about Laura's condition. Therefore, he tries to confirm her condition by employing an elicitation for a confirmation to Laura. Since they are friends, and they have an equal status, Sam elicits a confirmation to Laura directly and with a polite manner by uttering, “Hey, are you alright? You look like you have a fever or something”. This elicitation shows that Sam has great concern to his friend, Laura. However, instead of confessing that she actually has a health problem Laura prefers to hint it and gives a negative response by telling that she is fine. Laura does this as she
realizes that they are in the bad condition at that moment. Thus, she does not want to make it worse by admitting that she is ill.

To change the topic, Laura then tells about what is going into her mind and what makes her feel so upset. She tells Sam about her thought and feeling dealing with everything that comes out of her prediction. Laura is feeling so upset since she thinks that all of her afford and fight for becomes useless. Here, Laura delivers her assumption to Sam in a less formal way since their relation is intimate, and the conversation occurs in the informal situation. Laura then states that what Sam has thought is right. However, her statement is more likely used to elicit an agreement to Sam. It can be recognized from her utterance, “My mind keeps going over all those worthless decathlon facts. It’s pretty stupid, huh? … “How am I supposed to adjust, Sam? Everything I’ve ever cared about, everything I’ve worked for, it’s all been in preparation for a future that no longer exists. I know you always thought I took the competition too seriously. You were right. It was all for nothing.”. Meanwhile, Sam, who has a special feeling to her, gives a negative response, as his response is not fully fitting with what Laura has assumed. Sam does this in order to cheer her up. He also makes a new initiating act after he gives a negative response to what Laura elicits. In his new initiating act, it seems that Sam wants to motivate Laura further to elicit a clarification from him. Laura, who acknowledges that, then employs an elicitation for clarification by uttering, “The truth about what?” to Sam. Thus, this type of elicitation is used to elicit a clarification of Sam’s preceding utterances. Laura employs this type of elicitation since she is so curious of what Sam actually means in his utterances, “I just said to avoid admitting the truth”. At last, Sam gives a positive response to
the elicitation by providing a clarification of his preceding utterances. Here, Sam clarifies his preceding utterances by admitting his true feeling and his reason to Laura in a gentle way. It then creates a romantic atmosphere for both.

From the dialogs above, there are different types of elicitations delivered by the characters. Meanwhile, the responses prospected are also various. Thus, in the film there are many other types of elicitations employed by the characters. The appearances of those elicitations have a relationship with ethnography of communication, social dimensions, domains of language use, and politeness.

It is clear then, that, this research takes socio-pragmatics approach as it is concerned with the analysis of the elicitations and their responses in a significant pattern of interaction in particular situation and in a particular social system in the film entitled The Day After Tomorrow.

With respect to the phenomenon above, the researcher is interested in analyzing the elicitations and their responses in the film entitled The Day After Tomorrow. However, since there are many characters in the film employing the elicitations in their dialogs, this thesis then focuses on the analysis on the elicitations employed by the main characters’ with respect to the participants’ statuses and roles. Hence, this thesis is entitled:

ELICITATIONS EMPLOYED BY THE MAIN CHARACTERS WITH RESPECT TO THE PARTICIPANTS’ STATUSES AND ROLES IN THE FILM ENTITLED ‘THE DAY AFTER TOMORROW’

B. Problem Statements

Based on the research background, the problem statements are arranged as follows:
1. What types of elicitations are employed by the main characters in the film entitled *The Day After Tomorrow*?

2. How do the main characters employ those types of elicitations with respect to the participants’ statuses and roles in the film entitled *The Day After Tomorrow*?

3. Why do the main characters employ those types of elicitations?

### C. Problem Limitation

Elicitations as an important part of everyday communication can perform many different functions due to the different responses prospected. Elicitations are recognizable in English spoken when the speaker or the sender wants to elicit an obligatory verbal response or its non-verbal surrogate from the addressee, the hearer or the receiver (Tsui, 1994). Thus, since there are many elicitations employed by the characters in the film entitled *The Day After Tomorrow*, the analysis of this research is only focused on the elicitations employed by the main characters’ with respect to the participants’ statuses and roles in which the conversation occur.

### D. Research Objectives

The objectives of this research are as follows:
1. To identify the types of elicitations employed by the main characters in the film entitled *The Day After Tomorrow*.

2. To reveal the way those types of elicitations employed by the main characters with respect to the participants’ statuses and roles in the film entitled *The Day After Tomorrow*.

3. To find out the reasons why those types of elicitations employed by the main character in the film entitled *The Day After Tomorrow*.

**E. Research Benefit**

This research is conducted with a hope that it will be beneficial for:

1. **The students of English Department**
   
   The research is expected can give input and understanding to the students in studying discourse acts, especially the elicitations and their responses, from socio-pragmatics point of view.

2. **Lecturers**

   The research is hoped to give a contribution in teaching the linguistic studies, particularly, which deals with socio-pragmatics phenomena.

3. **Other Researchers**

   This research is hopefully, to inspire other researchers as a reference to conduct further research on the elicitations and their responses.

**F. Research Methodology**
This research uses a descriptive qualitative method. It is descriptive as the research describes the data as the way they are. Bodgan and Taylor in Maleong, argue that a qualitative methodology refers to the research procedure, which brings about descriptive data both in written or spoken forms available to be examined (1990:3).

This research also applies a purposive sampling technique to obtain the data needed. Thus, it can be predicted that the typical study results in a mass of information in the form of transcripts, recording and saving, in short, in a plethora of words; hence, the researcher makes a data reduction with criterion-based selection. The data of the research are all dialogs of the main characters in which they employ elicitations in the film entitled The Day After Tomorrow. Thus, this research is a descriptive qualitative research since it takes some steps such as finding the data, collecting the data, classifying the data, analyzing the data, and presenting the result of the analysis.

This research is done by using socio-pragmatics approach to identify the relationship between the characters’ statuses and roles with the application of the elicitations in the film. Thus, this research is also intended to determine the relationship between the appearance of the elicitation with the ethnography of communication, the domains of language use, the social dimensions, and the politeness usage. The detail explanation of the research methodology is presented in chapter three in which the research methodology resides within.

G. Thesis Organization
CHAPTER I : INTRODUCTION. It includes Research Background, Problem Statement, Research Limitation, Research Objectives, Research Benefit, Research Methodology, and Thesis Organization.

CHAPTER II : LITERATURE REVIEW. It consists of Sociolinguistics, Ethnography of Communication, Social Dimensions, Domains of Language Use, Pragmatics, Politeness Theory, Discourse Acts, Elicitations, Status and Role, Film and Synopsis of the Film.

CHAPTER III : RESEARCH METHODOLOGY. It consists of Type of research Method, Data and Source of Data, Sample and Sampling Technique, Instrument of the Research, Technique of Collecting Data, Data Coding, Design of Research, and Technique of Analyzing Data.

CHAPTER IV : ANALYSIS. It consists of Introduction, Data Analysis, and Discussion.

CHAPTER V : CONCLUSION AND SUGGESTION. It consists of Conclusion and Suggestion of the research.
1. The Definition of Sociolinguistics

In the communication system, language and society are inseparable. Each language reflects its own society. Meanwhile, the branch of linguistics that studies the relationship between language use and the structure of society is called sociolinguistics. Chaika in her book Language: The social Mirror defines sociolinguistics as follow:

Sociolinguistics is the study of the ways people use language in social interactions of all kinds. The sociolinguist is concerned with the stuff of everyday life: how people talk with their friends, families, and teachers, as well as to storekeepers, doctors, and enemies (1994: 3).

Meanwhile, Criper and Widowson (1975) in Sumarsono (2004: 14) give the definition of sociolinguistics in the relation of language and culture:

“sociolinguistics is the study of the language in operations, its purpose is to know how the conversation of language use relates to other aspects of culture”.

According to Criper and Widowson language is used to show how the relation between languages used in the conversation with aspects of culture. It can be said that language related to culture still becomes the scope of sociolinguistics since each society reflects its own culture.

Furthermore Holmes (2001: 373) states that sociolinguists are interested in identifying ways of describing and explaining the relationship between language and the social context in which it is used. It also means that sociolinguists are interested in explaining why people speak differently in different social contexts and they are concerned with identifying the social
functions of language and the ways it is used to convey social meaning (2001: 1).

It provides an understanding that the way people talk are influenced not only by
the social context, but also by ‘how’ and ‘why’ people use certain language when
they interact each other during their whole life. Therefore, it can be said that
people use different styles in different social contexts. Linguistic variation offers
the speaker a choice of ways of expression. Certain social factors are relevant in
investigating the language variety used. Linguistic choices in any situation will
generally reflect the components of social factors as follows:

a. The participants: Who is speaking

Who are they speaking to?

b. The setting or social context of the interaction: where are they speaking

c. The topic: what is being talked about.

d. The function: why are they speaking. (Holmes, 2001: 8)

The components of social factors above are important in describing all
kinds of interaction. They also explain why we do not speak the same way and
why we do not all speak in the same way all the time. Thus, sociolinguistics
studies the use of language and its variety by its users in social interaction.

2. The Scope of Sociolinguistics

Sociolinguistics has two scopes of study, which are known as micro-
sociolinguistics and macro-sociolinguistics (Fishman, 1972).

a. Micro-sociolinguistics concerns the study of language in specific speech
   communities with the scope of discussion such as the behavior toward
   language, style of speech, domains of language use, register, speech act, etc. it
means that micro-sociolinguistics covers the intragroup interaction or relatively small group of speaker.

b. Macro-sociolinguistics concerns the study of language and development in the scope of society in general. It means that macro-sociolinguistics covers the intergroup interaction or large group of speaker.

Thus, this research focuses only on elicitations employed by the main characters with respect to the participants’ statuses and roles in the film entitled The Day After Tomorrow. Therefore, the researcher takes micro-sociolinguistics as the frame of the study. All the theories used are under the scope of micro-sociolinguistics.

B. Ethnography of Communication

1. The Definition of Ethnography of Communication

It is necessary to know how the speakers of a particular language in a particular community organize their social relationships. The approach to the sociolinguistics of language in which the use of language in general is related to social and cultural values is called the ethnography of speaking, or generally well known as the ethnography of communication (Fasold, 1996: 39).

The ethnography of communication is not simply a study of language structure or grammar. The ethnography of communication seeks to account not merely for what can be said but for when, where, by whom, to whom, in what manner, and in what particular circumstances. Since the ways or rules of speaking can vary from one culture to another. Therefore, it can be concluded
that the ethnography of communication studies the norms and rules for using
language in social situation in different culture (Trudgill, 1995: 31)

It is necessary to understand the fundamental concepts of the ethnography
of communication considering not only on the phenomena which occur in the
community regarding to the factors that go along with it but also the context of
situation and culture in order to achieve a successful conversation. The example
taken from The Day After Tomorrow may help to clarify ethnography of
communication:

Terry Rapson : I enjoyed your testimony, professor. It was very spirited.
Jack Hall : Oh, thank you. That's what we're here for, right? Put on a
good show?
Terry Rapson : Quite.
Terry Rapson : I was wondering if I could talk to you about your theory on
abrupt climate shift. The name's Rapson. Terry Rapson.
Jack Hall : Professor Rapson? Of the Hedland Center?
Terry Rapson : That's me.

The conversation shows that Terry Rapson knows well the norm of
introductions. He mentions his name first before he has a further conversation
with Jack. Terry Rapson already know Jack Hall when he presented his theory in
the conference meanwhile Jack has not recognized him yet. Therefore, a
politeness norm is used by Terry. He introduces himself first before Jack asks his
name. The norm is one of the elements in ethnography of communication. In

conclusion, ethnography of communication offers a radically descriptive
orientation for the accumulation of data on the nature of ways of speaking within
speech communities.

2. Fundamental Notions in Ethnography of Communication

Related to the study of the ethnography of communication, Hymes lists the
essential concepts of ethnography of speaking which include, speech community,
which have a relationship with speech situation, speech event and speech act.

Thus, in order to achieve a successful conversation, the speaker should understand the pattern of speech activity by having a communicative competence.

This communicative competence can be learned through the learning of relationship among speech community, speech situation, and speech event. The following section will present the explanation of those concepts.

a. Speech Community

The speech community is the central concept of the discussion because it is the group of which particular ethnographic description applies. Gumperz (in Chaika, 1994: 309) defines a speech community as a group of speakers who share a set of norms about the use of a language or languages. Meanwhile, Fishman (1972) defines another definition of a speech community:

A speech community is one, all whose members share at least a single variety and the norms for its appropriate use. A speech community may be as small as a single close interaction network, all of whose members regard each other in but a single capacity (p. 22)

Furthermore, Hymes says that all members of a speech community share not only the same rules for speaking, but at least one linguistic variety as well.

From the definition above, it can be summarized that a speech community is a group of people who share at least a single speech variety and has the same rules for speaking. In addition, Saville-Troike in Fasold (1990: 40) argues that it is not necessary for each speaker to belong to only one speech community or even to two or more completely separate communities. This is what is termed as overlapping speech community. People can be members of several speech communities at the same time if they alter their norms for speech behavior to
conform to the appropriate speech community by adding, subtracting and substituting rules of communicative behavior (in Fasold, 1996: 42).

b. Speech Situations, Speech Events, and Speech Acts

There are three units of interaction within a speech community namely speech situation, speech event, and speech act. The speech acts are part of speech events, which is in turn, part of speech situations.

Speech situations, according to Hymes, deal with the initiation of speech, which is signed by the norms of speech (1974: 54). Hymes (in Fasold, 1996: 42) defines speech situations as situations associated with (or marked by the absence of) speech. This speech situation influences communicative behavior within a speech community. Furthermore, Fishman (1978) states that here are three ingredients (space, time and roles) that constitutes a construction of the social situation. It means that speech situation strongly related to any circumstances in which a conversation takes place.

Within speech situation, there lies speech event. Speech events are restricted to activities or aspects of activities that are directly governed by rules or norms of the use of the speech (Hymes, 1986: 52). A speech event takes place within a speech situation and is composed of one or more speech acts.

The third units of interaction, speech acts, are the minimal component of speech events. A speech act focuses on how to do something by saying word. It means that the speaker actually does the action through the utterances and expects that the hearer will recognize his or her communicative intention.

Austin (in Levinson, 1985: 236) divides three kinds of acts that are simultaneously performed in which in saying something one is doing something.
1). Locutionary act: the utterances of a sentence with determine sense and reference.

2). Illocutionary act: the making of a statement, offer, promise, etc. in uttering a sentence by virtue of the conventional force associated with the sentence.

3). Perlocutionary act: the bringing about effects on the audience by means of uttering sentence, such as effects being special to the circumstances of utterance.

In simple way, locutionary act is the act of saying something, illocutionary act is what is done in the act of saying something, and perlocutionary act is the effect produced by saying something. The following example from The Day After Tomorrow may help to give clear understanding:

Sam : Hey, you look beautiful.
Laura : Thanks.

The act of saying, “Hey, you look beautiful” is the locutionary act. Sam complimenting Laura is the illocutionary act. The acceptance of the compliment by Laura is the perlocutionary act.

From the explanation about speech situation, speech event, and speech act, it can be concluded that three of them are connected one with others. It means that speech event resides within speech situation and speech act is within speech event. The following example from The Day After Tomorrow may explain what speech situation, speech event, and speech act are:

Jack Hall : Let me explain. The Northern Hemisphere owes its climate to the North Atlantic Current. Heat from the sun arrives at the equator and is carried north by the ocean. But global warming is melting the polar ice caps and disrupting this flow. Eventually it will
shut down. And when that occurs ... there goes our warm climate.

Venezuelan Delegate : Excuse me. When do you think this could happen, professor? When?

Jack Hall : I don't know. Maybe in a hundred years, maybe in a thousand. But what I do know is ... that if we do not act soon, it is our children and our grandchildren who will have to pay the price.

This is a conversation between Jack Hall and Venezuelan Delegate. It occurs in the United Nations Conference on Global Warming in New Delhi. They are in the meeting situation in which they talk about global warming and its effect. This meeting can be called the speech situation. In speech situation occurring between them, a speech event happened. The speech event is the presentation done by Jack Hall in front of all members of UN Conference delegates. Within the speech event, there lies speech act. The speech act written in bold words in the conversation is in the form of question form, which can be categorized as speech act of ‘asking’.

3. Components of Speech

Related to the study of the ethnography of communication, Hymes suggests that there are certain components of speech (in Fasold, 1996: 44). The components are formulated into eight groups in which each group is labeled with one letter of the word SPEAKING. The explanation is as follows:

a. Situation (S)

Situation includes the setting and the scene. The setting refers to the concrete physical circumstances which speech takes place, including the time and
place. Scene refers to the abstract psychological setting, or the cultural definition of the occasion. For example (in relation to the previous example states on the research background), the setting of place shows that the conversation took place in New York’s Public Library. The setting of time points out that the conversation happens at night. The conversation shows that Laura is unwell and Sam tries to confirm her condition.

b. Participants (P)

The persons who are involved in the conversation are called participants. The participants can be categorized into speaker-listener, addresser-addressee, and sender-receiver. Conversation involving two participants with role change involves speaker-listener. Political message involves addresser-addressee. Telephone message involves sender-receiver (Wardhough, 1998: 243). The following example from The Day After Tomorrow may help to clarify the term participants:

Jack Hall: You can't get home any sooner than tomorrow?
Sam Hall: Well, look, Dad. I would if I could. You know. It’s just …
This smell is unbearable, Dad.
Jack Hall: Stop kidding around! I want you home.

In the conversation above, it can be seen that the participants are Jack Hall and his son, Sam Hall. Since the communication is delivered through telephone, the participants are called as sender and receiver. The sender is Jack and the receiver is Sam.

c. Ends (E)

Ends are related to the conventionally recognized and expected outcomes of exchange as well as to the personal goals that participants seek to accomplish.
on particular occasions (Wardhough, 1998: 243). Outcomes are the purpose of
the event from a cultural point of view while goals are the purpose of the
individual participants.

The following example taken from The Day After Tomorrow may be useful
to understand more about ends:

Vice President Becker: Dr. Hall, our economy is every bit as fragile as
the environment. Perhaps you should keep that
in mind before making sensationalist claims.

Jack Hall: Well, the last chunk of ice that broke off was the
size of Rhode Island. A lot of folks would say
that was pretty sensational.

The speech situation of this dialogs describes the United Nations
Conference on Global Warming held in New Delhi, India. Many delegates around
the world attend this conference. Here, President Becker and Jack Hall
become the delegates from United States. Thus, the dialogs show a discussion event. In
this discussion, all of the delegates who attend the conference discusses about the
global warming problem faced by the world. However, from the dialogs between
Vice President and Jack show that they have different goals. Vice President
Becker emphasizes his attendance to talk about the economic condition.
Meanwhile, Jack Hall as a paleoclimatologist emphasizes his attendance to give a
warning about the effect of the global warming to the environment.

d. Act Sequence (A)

Act sequence refers to message forms (how something is said) and
message content (what is said). It deals with the precise words used, how they are
used, and the relationship of what is said to the actual topic of conversation. Both
message form and message content involve communicative skills that vary from
one culture to another. Speakers have to know how to formulate speech events
and speech acts in their culture appropriately, how to recognize what is being talked about, and how to manage changes in topic. The following example taken from The Day After Tomorrow may be useful to understand more about Act Sequence: Professor Terry Rapson asks Jack, “What do you say to a spot of tea?” The example is the message form, which is a direct question. Meanwhile, the message content tells that Professor Rapson asks Jack to have a spot of tea. It means that the message content is an indirect statement in which only the content is reported.

e. Key (K)

Key refers to the tone, manner, or spirit in which a speech act is performed, whether it is serious, mocking, sarcastic, and so on. Key also refers to the feeling, atmosphere, and attitude. Furthermore, the key may be marked by nonverbal action such as certain kinds of behavior, gesture, or posture. The definition of aspects of key is as follows:

1) Tone : It is the general spirit of the scene, such as angry, afraid, brave, etc.

2) Manner : It refers to the participants’ way of behaving toward others, whether it is polite, impolite, formal, informal, serious, mocking, etc.

3) Feeling : It refers to emotions indicating happiness, anxiety, shock, anger, etc.

4) Atmosphere : It refers to the feeling that affects the mind in a place or condition, such as good, evil, etc.
5) Attitude: It refers to the participants’ ways of thinking and behaving toward a situation whether it is sympathetic, optimistic, pessimistic, etc.

The example from The Day After Tomorrow is as follows:

Jack Hall: Tom, what are you gonna tell the Administration?
Tom Gomez: What do you expect me to tell them?
Jack Hall: The government has to make preparations.
Tom Gomez: Jack, all you have just a theory.
Jack Hall: Give me the mainframe. I’ll prove it.
Tom Gomez: No. You have 48 hours.

Jack in delivering his elicitation is in the serious way since what he has in mind about the disaster that will destroy the country is something important to be handled seriously by the government. Thus, it can be seen from his tone and manner that he is really serious with his question delivered to his boss. However, Tom, his boss, does not really sure about Hall’s theory. From Tom’s utterances, it can be known that he is more or less pessimistic about Hall’s proposal. Nevertheless, he gives a chance for Hall to prove his theory. Thus, the ways Jack Hall and Tom Gomez, his boss, utter their utterance are the example of key.

f. Instrumentalities (I)

Instrumentalities refer to channel and form of speech. Channel means the way a message travels from one person to another whether by oral or written. Messages can also be transmitted by such means as telegraph, semaphore, smoke signals or drumming. The form of speech refers to language and their subdivisions, dialects, codes, varieties and register. The example from The Day After Tomorrow may assist to clarify Instrumentalities:

Jack Hall: Mankind survived the last ice age. We’re certainly capable of surviving this one. All depends on whether or not we are able to learn from our
mistakes. I sure as hell would like a chance to learn from mine.

Jason Evans : You did everything you could.
Jack Hall : I was thinking about Sam.

Jack is superior to Jason however they are also friends. In the dialogue above, they have a face-to-face conversation in a tent in the journey to save Sam. It means that they have the conversation in oral manner. Meanwhile the language choice used by Jack in italic words is a figurative language. It means that Jack applies a figurative language as the form of speech.

g. Norms (N)

Norms include norms of interaction and norms of interpretation. Norms of interaction refer to non-linguistic rules of when, how, and how often speech occurs in the community. Norms of interaction are determined by the culture of the community, and they are different in each community. Meanwhile, norms of interpretation implicate the belief system of a community. It also involves an understanding what is being conveyed beyond what is in the actual words used. Thus, in order to be competent in communicating in a certain culture, one has to follow both norms of interaction and norms of interpretation. The example from The Day After Tomorrow is as follows:

J.D. : Sam, over here.
Sam Hall : What?
J.D. : Bingo.

The second turn uttered by J.D. is the expression of happiness. He says the word ‘Bingo’ to express his happiness in finding the food that he and all of his friends which take a shelter in the New York Public Library really need. Here, what he has said in the word ‘Bingo’ is understood by Sam well. It means that they share the same norms of the interaction and interpretation.
h. Genre (G)

Genre refers to categories such as poems, myths, proverbs, joke, lecture, sermons, editorials, etc. Genres often coincide with speech event, but genres need to be distinguished from speech events since a speech genre can occur in more than one kind of speech event. A casual genre is not the absence of any genre, but a genre of its own. The following example from *The Day After Tomorrow* may help to understand genre:

President Blake : *What exactly are you proposing, professor?*
Jack Hall : *Evacuate everyone south of that line.*

Jack Hall is asked by Tom to have a meeting with President and his staffs to talk about his findings. In that meeting Jack explains his predictions about the next events that will happen dealing with the disaster which become the national and the international problem at that time. Here, president asks about what the solution that Jack can give to handle that problem. Jack then proposes president to make an evacuation to the citizens to the South. From the example, it can be recognized that the genre of the talk is a meeting.

What Hymes offers in his SPEAKING formula is really necessary in generating a conversation analysis. Since a conversation is a complex activity, the participants need a skilled work of conversation competence to achieve a successful conversation. Hence, SPEAKING formula gives guidance to the participants in a conversation to reveal their sensitivity and awareness in talking in order to achieve a successful conversation with regard to each of the eight factors outline above.

C. Social Dimensions of Communication
In generating analysis toward a conversation, a researcher requires understanding toward the components of social factors. In analyzing social factors, an analysis toward social dimensions having close relationship with social factors must be taken into account. According to Holmes (1992: 376), the four social dimensions are:

1. **The Social Distance Scale Concerned with Participants Relationship**

The solidarity - social distance scale is as follows:

<table>
<thead>
<tr>
<th>Intimate</th>
<th>Distant</th>
</tr>
</thead>
<tbody>
<tr>
<td>High solidarity</td>
<td>Low solidarity</td>
</tr>
</tbody>
</table>

(Holmes, 2001: 9)

This scale takes account for pattern of linguistic interaction. It is used for emphasizing that how well the participants know each other is a relevant factor in linguistic choice. How well the participants know about their addressee will influence the pattern of communication. The linguistic choice can show group difference, existence, or solidarity between the group members. People use certain speech styles in their interactions with intimates or other persons having distant relationship.

In conclusion, this social dimension deals with the level of closeness of the participants in conversation that may influence the conversation itself. It can be said that, if the participants are intimate, high solidarity between them will probably emerge. In vice versa, if the participants are not close, they will probably have low solidarity. Hence, according to Holmes this scale is useful in
emphasizing that someone relationship is relevant factor in linguistic choice. The following example is taken from The Day After Tomorrow:

\begin{quote}
Jack Hall : Stop kidding around! I want you home.
Sam Hall : Dad, I'll be on the train. Do me a favor. Just don't worry about me. I'll figure it out.
Jack Hall : All right, son. I'll see you tomorrow.
\end{quote}

This conversation shows that the participants have an intimate relationship. It can be seen that Jack as a father worries about his son, Sam's condition. Therefore, he asks Sam directly to go home as soon as possible. A high solidarity can be identified clearly from that conversation due to the way they express their attention to each other, thus, from the content of their conversation, it is clear that it shows their intimacy as a father and a son.

2. The Status/Power Scale Concerned with Participant Relationship

The status/power scale is as follows:

\begin{center}
\begin{tabular}{ll}
Superior & High status \\
Subordinate & Low status
\end{tabular}
\end{center}

(Holmes, 2001: 9)

The scale accounts for a variety of linguistic differences in the way people speak. The various ways in choosing words can show someone's status in the community, whether they are superior, equal, or subordinate. The status/power scale points to the relevance or relative status in some linguistic choices since it influences the conversation. It means that if the first participant is superior to the second participants, the conversation will be different from the conversation.
between the participants with equal status. The example from The Day After Tomorrow is as follows:

Tom Gomez : Jack? I know you have a good at rubbing people the wrong way ... but why, why would you aggravate the vice president?

Jack Hall : Because my 17-year-old kid knows more science than he does.

In the conversation above, Tom gives a warning to Jack directly. Since Tom is superior to Jack, he delivers his warning to Jack in a direct way. From that example, it can be concluded that someone who has a higher status will deliver his or her negative utterances directly dealing with the mistake done by his or her addressee, who has less power than he does.

3. The Formality Scale Relating to the Setting or Type of Interaction

The formality scale is as follows:

Formal  High formality
Informal  Low formality

(Holmes, 2001: 9)

This scale accounts for speech variation in different setting or contexts. Thus, this scale is useful in assessing the influence of the social setting or type of interaction on language choice. This scale describes that the language use is influenced by the formality or informality of the setting. It is often that the degrees of formality are largely determined by solidarity and status relationships.
For example from The Day After Tomorrow shows that the official languages used by the United Nations delegates in global warming conference are the appropriate varieties for formal situation in such of occasions.

4. Two Functional Scales Relating to the Purposes or the Topic of Interaction

The referential and affective function scales are as follows:

\[
\begin{array}{c|c|c|c}
\text{Referential} & \text{High} & \text{Low} \\
\hline
\text{Information} & \text{Information} & \\
\text{Content} & \text{Content} & \\
\hline
\text{Affective} & \text{Affective} & \\
\text{Content} & \text{Content} & \\
\hline
\end{array}
\]

(Holmes, 2001: 10)

The function of interaction is also an important influence on the linguistic form. The linguistic features in some interactions are strongly influenced by the kind of information they need to convey. The basic functions of language in all communities are referential and affective (or social) meaning. The referential function serves that language can convey objective information of a referential kind. The affective function refers to language as a means of expressing how someone is feeling. Basically, the more referentially oriented an interaction is, the less it tends to express the feelings of the speaker. The example from The Day After Tomorrow is as follows:
Jack Hall : Mankind survived the last ice age. We're certainly capable of surviving this one. All depends on whether or not we are able to learn from our mistakes. I sure as hell would like a chance to learn from mine.

Jason Evans : You did everything you could.

Jack Hall : I was thinking about Sam.

Jack Hall and Jason Evans are in the journey to save Sam while the world at that time hangs in its balance as global warming brings on a world natural disaster. What said by Jack “I was thinking about Sam” serves as affective function since it has affective content. Thus, his utterances convey an affective in function rather than the important new information due to the content of that utterance which has about what father feels about his son.

These four social dimensions are useful in analyzing the sociolinguistics variation in many different types of speech communities and in different contexts. Hence, in this research this four dimensions are going to be used as element to know how and why the speaker use certain types of elicitation with respect to the participants' statuses and roles in the film entitled The Day After Tomorrow.

D. Domains of Language Use

In a larger speech community, there may occur some different dialects or styles used in some specific settings, topics, and by certain participants. The variety chosen, generally, is used in conveying certain social meaning, and in the relation to social dimensions of communication. It is used to conduct an appropriate social interaction. Fishman in Holmes (2001: 21) states that there are many typical interactions that are relevant in describing patterns of code choice in many speech communities. Fishman in Fasold proposed that there are
certain institutional contexts called domains, in which one language variety is more likely to be appropriate than other. Holmes (1992: 26) defines domain as a very general concept, which draws on three important social factors in code choice, namely participants, setting, and topic. The study of domain has proved very useful in describing language choice in typical interactions in large speech communities.

From the definition of domain above, Fishman (in Holmes, 2001: 21) illustrates five domains, which can be identified in many communities. They are family, friendship, religion, employment and education. The following example taken from The Day After Tomorrow may help to deepen understanding of domains:

Frank Harris : We're at 26 feet.
Jack Hall : You let Jason operate the drill?
Frank Harris : Yeah, he can handle it.

Although Jack and Frank are officially superior and subordinate, they are also friends. Since they work in the field there is no need to act formally therefore they speak as friends. The setting of this conversation, itself, is in Larsen B Ice self, Antarctica where they do a research. In this conversation, Frank Harris uses less formal language and speaks in a very relax manner to Jack. Here, Jack tries to confirm whether Frank lets Jason to operate the drill. Meanwhile, Jason, their subordinate, can be said still new in handling that machine. That is why, Jack tries to make sure that Frank already consider about this matter by eliciting a confirmation to him. It is clear that this conversation above is in an employment domain.
E. Pragmatics

People communicate with others by making conversation. In a conversation, people utter something that conveys a certain meaning. The study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader) is known as Pragmatics (Yule, 1996: 3). Meanwhile, Thomas gives a definition of pragmatics as a meaning in interaction. He suggested that meaning is not something, which neither is inherent in the words alone, nor is it produced by the speaker alone, nor by the hearer alone. It means that there is a dynamic process involving the negotiation of meaning between speaker and hearer, the context of utterance (physical, social, and linguistic) and the meaning potential of an utterance. Thus, this type of study involves the interpretation of what people mean in a particular context and how the context influences what is said. It also requires a consideration with who they are talking to, where, and under what circumstances. Hence, pragmatics is the study of contextual meaning and of how more gets communicated than is said (Yule, 1996: 3).

Furthermore, Yule (1996: 4) also states that pragmatics is the study of relationship between linguistic forms and the users of those forms. Therefore, the advantage of studying language via pragmatics is that one can talk about people’s intended meanings, their assumptions, their purposes or goals, and the kinds of action that they are performing when they speak. In conclusion, what we can do in pragmatics is observe what is said and the effect of what is said on the hearer (Yule, 1996: 157).
F. Politeness Theory

In pragmatics, ‘politeness’ does not refer to the social rules of behavior instead of the choices that are made in language, the linguistic expressions that give people space and show a friendly attitude to them (Cutting, 2002: 44-45).

Politeness can be said as a ‘pragmatic mechanism’ in which a variety of structures (including non-verbal and prosodic features) work together according to the speaker’s intention of achieving a smooth communication (Weydt, 1983 in Trosborg, 1995: 24). Thus, politeness can be assessed from the linguistic or non linguistic context of the utterance, the relationship between speaker and hearer (Yule, 1996: 157). According to Yule (1996: 158) “politeness is interpreted as a strategy (or series of strategies) employed by the speaker to achieve a variety of goals, such as promoting or maintaining harmonious relations”.

According to Brown and Levinson (1987), the central concept of politeness theory is the concept of ‘face’. Therefore politeness strategies are developed in order to save the hearers’ ‘face’. As a technical term, Yule (1996: 60) states that face means the public self-image of a person. It refers to the emotional and social sense of self that everyone has and expects everyone else to recognize. Therefore politeness, in an interaction, can be defined as the means employed to show awareness of another person’s face. The awareness includes the relative power relationship between speaker and hearer, the social distance between speaker and hearer, and the individual ranking of the particular imposition in the social context in which it is used.
In most English-speaking contexts, where individualism is a basic cultural trait, 'face' is the key to interaction, with 'face wants' and 'face work' as central aspects of communication. Dealing with the 'face wants' usually people try to avoid embarrassing the other person, or making them feel uncomfortable since 'face' is not the sole responsibility of the individual concerned. In many forms of face to face interaction, all participants will be concerned to maintain not only their own face but also the others face. Therefore, Face Threatening Acts (FTAs) can be explained as acts that infringe on the hearers’ need to maintain his/her self esteem, and be respected. Politeness strategies are developed for the main purpose of dealing with these FTAs.

Dealing with those explanation, Yule (1996: 61-62) discusses two types of face:

1. **Positive face**: it is the desire for appreciation and approval by others. A person’s positive face is the need to be accepted and connected even liked, by others, to be treated as a member of the same group, and to know that his/her wants are shared by others. The most common expression used to maintain the positive face is by showing empathy or sympathy.

2. **Negative face**: it is the desire not to be imposed on by others. A person’s negative face is the need to be independent, to have freedom of action, and not to be imposed on by the others.

Therefore to be polite, people must be aware of both types of face. In the context of the mutual vulnerability of face, the speaker has the option to avoid to do the FTA or decide to do the FTA. Thus, if the speaker choose to do the FTA the term redressive action is an important consideration for choosing the go on
record strategy such as bald on record (without redressive action), or positive politeness and negative politeness (with redressive action). Redressive action mean action that ‘give face’ to the addressee, that is that attempts to counteract the potential face damage of the FTA by doing in a such a way, or with such modifications, that indicate clearly that no such face threat is intended or desired, that the speaker in general recognizes the hearer’s face wants them to be achieved. Dealing with those types of concept, Brown and Levinson suggest politeness strategies (1987: 69-70)

a. Bald-on record strategy

This strategy is used without redressive action. If the risk is minimal, or if there are good reasons for ignoring face risk, speakers can go on record in realizing the act in the most direct, clear, unambiguous and concise way. It is usually carried out in emergency situations, and in task-oriented activities. It is also commonly used by the participants having the unequal power relationship.

b. Positive Politeness Strategies

This strategy is oriented toward the hearer’s positive face. Thus, positive politeness strategies emphasizes closeness between speaker and hearer by confirming or establishing common ground or by referring the desirable attributes in the hearer since this strategy is used to minimize the face threat to as a redressive action. It leads to achieve solidarity through offers of friendship, the use of compliments and informal language use. In most cultures, positive politeness is appropriate between those who knows well.
c. Negative Politeness Strategy

Negative politeness is oriented towards a hearer’s negative face since this strategy is also used to minimize the face threat to as a redressive action. It leads to deference, apologizing, indirectness, and formality in language use. This strategy suggests distance by accentuating the hearer’s right to territorial claims and freedom from imposition. This strategy can be called as ‘formal politeness’.

d. Off-record strategy

This strategy is used when the risk to face is estimated very high. Going off-record means realizing the act in indirect way with more than one unambiguously attributed intention, for example by using metaphor and irony, hints, tautologies, and etc to reduce the imposition because of the speaker does the FTA.

e. Say nothing/ Do not do the FTA

If the risk is considered too great, the speaker may decide not to say anything at all. It does not mean that the speaker does not do anything however he or she can do non-verbal action.

G. Discourse Acts

1. The Definition of An Act

According to Sinclair and Coulthard (1975) in Tsui (1994: 9), “an act is a unit in discourse”. It is characterized according to its function in the discourse. According to this view, the discourse value of an item depends on what linguistic items have preceded it, what are expected to follow, and what do follow. In other words, the acts are characterized in terms of how they are related to each other in
the discourse rather than the kind of function they are independently used to perform.

Based on that discussion it is important to know the structure of adjacency pair since it will explain the importance of discourse context to determine what act is performed by the participants in the interaction. According to Tsui (1994: 11), “adjacency pair is an organizational pattern recurrent in conversation”. It is formed of two adjacent utterances, which are produced by different speakers, and related to each other in such a way shaping a pair type, for example: ‘question-answer’, ‘greeting-greeting’, ‘offer-acceptance/refusal’. Furthermore, Schegloff and Saris in Tsui (1994: 11) states that the basic operative rule of adjacency pair operation is:

Given the recognizable production of a first pair part, on its first possible completion its speaker should stop and a next speaker should start and produce a second pair part from the pair type of which the first is recognizably a member. (1973: 286)

According to them, “utterances are related to form pair types so that a particular first pair part sets up the expectation of a particular second pair part” (in Tsui, 1994: 11).

2. A Taxonomy of Discourse Acts

Tsui (1994: 52) presents taxonomy of discourse acts identified on the criteria of structural location and prospected response. They are primary classes of acts and subclasses.

a. Primary classes of acts: it is identified on the basis of where they occur in the exchange structure. Applying the criterion of structural location, it can be identified three primary classes of acts, which are head acts of the three
moves of an exchange. They are initiating acts; responding acts; and follow-up acts which are optionally recursive.

b. Subclasses of acts: within each of the primary classes, subclasses are identified on the basis of the response prospected. Further subclasses are identified only if the responses prospected are different enough to warrant the setting up of separate subclasses.

3. Characterization of Discourse Acts

Each primary classes of acts has its own subclasses of acts, they are characterized as follows:

a. Subclasses of initiating acts

It can be identified within each of the three primary classes by looking the response they prospect. Tsui (1994) classifies utterances realizing the initiating acts into four subclasses, which is supported by the way they are reported. According to her, ‘all utterances can be reported by the general speech act verb ‘say’, which describes or reports the locution of the utterance. Initiating utterances can be reported by two general speech act verbs, ‘ask’ and ‘tell’, which report or describe their general discourse function’. Therefore, Tsui classifies two subtypes of saying into four subclass of initiating acts:

1. Elicitations

Utterances, which realize elicitations, can be reported as ‘ask’. Thus, the term elicitations refer to the utterance that solely solicit an obligatory verbal response or its non-verbal surrogate. The example taken from The Day After Tomorrow is as follow:
2. **Requesitives**

Utterances, which realize requesitives, can be reported as ‘ask to’. Thus, the term requesitives refers to the utterances, which solicit non-verbal actions, and the addressee is given the option of carrying out the solicited action. The example taken from *The Day After Tomorrow* is as follow:

**Laura Chapman**: Could you hold this for a sec?
**Sam Hall**: Yeah, sure.

3. **Directives**

Utterances, which realize directives, can be reported as ‘tell to’. Thus, the term directives refer to the utterances that prospect a non-verbal action from the addressee without giving him/her the option of no-compliance. The example taken from *The Day After Tomorrow* is:

**Frank**: Jack! Give me your hand!

4. **Informative**

Utterances, which realize informative, can be reported as ‘tell that’. Informative is characterized as more general category which covers not only utterances which provide information, but also those which provide report, event or states of affairs, recount personal experience, and express beliefs, evaluate judgements, feeling and thought. The example taken from *The Day After Tomorrow* is as follows:

**Jason Evans**: [as he meets a gorgeous woman] Hi, I'm Jason!

b. **Subclasses of responding acts**
It is characterized based on the fact that not all-responding utterances are of equal status, some are ‘preferred’, and others are ‘dispreferred’. This ‘preference organization’ refers to the formal features of the design of turns. Based on the basis of such linguistic evidence, there are two types of responding acts. One, which responds positively as positive responding acts and the other responds negatively as negative responding acts. Typically, ‘preferred’ seconds to first pair parts generally contains brief utterances given without delay and are unmitigated. Meanwhile, ‘dispreferred’ seconds to first pair parts not only contain more linguistic material, but also contain common features of delay.

There is also a third type of responding act named temporization. It is a ‘dispreferred’ response since it does not fulfill the interactional expecting set up, but it does not challenge the presuppositions of the speaker instead of postponing the decision-making. It also contains linguistic features of delay such as fillers, particles, and so on. This following example from The Day After Tomorrow will explain the difference:

<table>
<thead>
<tr>
<th>Jack Hall</th>
<th>Where are you staying?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam Hall</td>
<td>They're finding a place for us with kids here in New York City.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jack Hall</th>
<th>Are you sure you can't get home any sooner than tomorrow?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam Hall</td>
<td>Well, looks, Dad. I would if I could, you know. It's just... This smell is unbearable, Dad.</td>
</tr>
</tbody>
</table>

Jack Hall who worries about his son Sam calls him and elicits information where Sam is staying. Sam gives a simple answer as the response of that elicitation by giving the information without delay. This can be categorized as positive response, which is ‘preferred’ response to first pair parts. By contrast, when Jack Hall elicits a confirmation the time Sam can go home, Sam gives a
negative response using features of delay (Well, looks, it is just....). This response can be categorized as ‘dispreferred’ response since it does not fulfill the illocutionary intent of the first pair.

c. Subclasses of follow-up acts

It is used to support the three subclasses of responding acts since the identification of those subclass of responding acts are also supported by the different kinds of follow-up acts that they prospect. There are three kinds of follow-up regarding the responding act subclasses. First, for the positive responding act, which can be followed by the enthusiastic endorsements of the positive outcome of the interaction. This kind of follow-up can be identified as an endorsement. Second, for the negative responding act which is followed by the minimizing of the face damage done, the follow-up used can be a way of accepting the negative outcome. This can be identified as a concession. Third, for a temporization which is followed by postponement, the kind of follow up can be identified as an acknowledgement. Besides the above three subclass of follow up, there is a further subclass of follow-up act which occurs as an optional structure of an exchange which is called as turn passing signal. The Taxonomy is as follow:

<table>
<thead>
<tr>
<th>Elements of structure</th>
<th>I</th>
<th>R</th>
<th>F1</th>
<th>F2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Move</td>
<td>Initiating</td>
<td>Responding</td>
<td>Follow-up (1)</td>
<td>Follow-up(2)</td>
</tr>
<tr>
<td>Head act: primary class</td>
<td>Initiating (initiation)</td>
<td>Responding (response)</td>
<td>Follow-up (1)</td>
<td>Follow-up(2)</td>
</tr>
<tr>
<td>Head act: subclass</td>
<td>Eliciting, requestive</td>
<td>Directive, informative</td>
<td>Positive temporization</td>
<td>Endorsement, Concession, acknowledgement</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
<td>Negative</td>
<td>Turn-passing</td>
<td></td>
</tr>
</tbody>
</table>

Source: Tsui, 1994: 61
However, since the structure of adjacency pair contains of initiating acts and responding acts, it is not really necessary to include the identification of follow-up acts in the analysis.

**H. Elicitations**

**1. The Definition of Elicitations**

Utterances that realize elicitations have often referred to as ‘questions’. However the term question itself has never been clearly defined. It has been used as a semantic category, as an illocutionary act, and as a kind of request or directive. Sometimes an utterance is identified as a question because it is in interrogative form, and sometimes because it expects an answer or some verbal performance from the addressee. According to Tsui (1994: 80) “utterances, which elicit solely a verbal response is categorized as elicitations”. The term 'elicitation’ itself is first introduced by Sinclair and Coulthard (in Tsui, 1994: 80).

An elicitations is an act the function of which is to request a linguistic response-linguistic, although the response may be a non-verbal surrogate such as a nod or raised hand. (Sinclair and Coulthard 1975: 28) Hence, the term elicitations as a discourse category in this research is meant to describe any utterance, which functions to elicit an obligatory verbal response or its non-verbal surrogate.

The term elicitations are related to 'pragmatic presuppositions’.

According to Stalnake (in Tsui, 1994: 162) ‘pragmatic presuppositions’ refer to the background belief of the speaker; that is, propositions that the speaker takes for granted to be true in making the utterance. In this sense, the speaker or the
sender should already have presuppositions in employing the elicitations regarding to the response that they prospect. In conclusion, the term presuppositions here are something to be the case prior for the speaker or sender in delivering the elicitations.

2. Elicitations Dealing with Quirk et al.’s Study of Questions

Elicitations can be identified having the same characteristic as ‘questions’ occurring in discourse. Quirk et al. (in Tsui, 1994: 65) define questions as a semantic class which is primarily used to seek information on a specific point. They propose that there are three major classes of question according to the answer they expect:

a. YES-NO questions

This kind of questions expects affirmation or negation. There are three types of questions, which fall under YES-NO questions they are: YES-NO questions, Tag questions and Declarative Questions.

1. YES-NO questions: this type of questions is usually formed by placing the operator before the subject and using question intonation—that is, a rise or fall-rise. A yes-no question can be biased towards a positive or a negative answer. The example taken from ‘The Day After Tomorrow’ is as follows:

   Jack Hall: Did you tell him that?

2. Tag questions: these types of questions are considered a further type of yes-no question, which conveys negative or positive orientation. Thus, although both types of tag question expect a ‘yes’ or ‘no’ answer from the addressee, the functions that they realize are different. While a rising tag realizes a
confirmation, a falling tag realizes an agreement. The example taken from *The Day After Tomorrow* is as follows:

**Jack Hall**: Oh, thank you. *That's what we're here for, right? Put on a good show?*

3. **Declarative questions**: this type of question falls under yes-no questions since declarative questions are items which are identical lexico-grammatically to declaratives but function as question because they are spoken with rising intonation. Declarative questions are said to invite the hearer’s verification; that is, either a ‘yes’ or a ‘no’ answer. The example taken *The Day After Tomorrow* is as follows:

**Jack Hall**: Sam joined the team?

b. **Wh-questions**

This second class of questions is information seeking. They are realized by wh-words, usually spoken with falling intonation, and the answer expected is the missing piece of information denoted by the wh-word. The example taken from *The Day After Tomorrow* is as follows:

**Jack Hall**: How’d he take it?

c. **Alternative questions**

This third class of questions is divided into two types. The first type resembles a yes-no question and the second a wh-question. The first type is said to differ from yes-no question only in intonation. Instead of the final rising tone, it contains a separate nucleus for each alternative; that is, there is a rise on each item except for the last one where a fall occurs, indicating that the list is complete (Quirk *et al* 1985: 823; in Tsui 1994: 75). The second type is a compound
question: a wh-question followed by an elliptical alternative question. The example taken from *The Day After Tomorrow* is as follows:

**Brian Parks**: what, one in a billion? Or is it a million?

3. Intonation in Questions

Intonation or tone is the variation of pitch when speaking [http://en.wikipedia.org/wiki/Intonation_(linguistics)](http://en.wikipedia.org/wiki/Intonation_(linguistics)). It is a paralinguistic device in vocal communication, and it is an indispensable part of speech. Tones are important discourse strategies to communicate effectively; simply, it is not what you say, it is how you say it. However, in a real communication there is no obligation to mark interrogation intonationally in one way or another, but the speaker is free to use the tone he finds pragmatically appropriate in a given context [http://www.univ-pau.fr/ANGLAIS/alaes/blum.htm](http://www.univ-pau.fr/ANGLAIS/alaes/blum.htm).


A rising tone is used in genuine *Yes No* questions where the speaker is sure that he does not know the answer, and that the addressee knows the answer. Such *Yes No* questions are uttered with a rising tone. If the tonic stress is uttered with extra pitch height, it means that the speaker asks for a repetition, clarification, or indicating disbelief. Meanwhile, *wh*-questions can also be uttered in a rising tone, which means the speaker asks for confirmation, clarification or
repetition. In addition, the declarative questions also often have a rising intonation. The examples are as follows:

A : I’m taking up Taxidermy this autumn.
   B : Taking up WHAT? (clarification)

A : She passed her Driving test.
   B : She PASSED? (disbelief)

Meanwhile, falling tone is by far the most common used tone of all. It signals a sense of finality, completion, belief in the content of the utterance, and so on. A speaker, by choosing a falling tone, also indicates to the addressee that that is all he has to say and offers a chance (turn-taking) to the addressee to comment on, agree or disagree with, or add to his utterance. A fall tone can be followed by another fall tone when the speaker expects or demands agreement as in tag questions. Thus, most of questions that begin with wh-questions expecting information and an agreement are generally pronounced with a falling tone.

Yes/No questions seeking or expecting confirmation or agreement can be uttered with a falling tone; and the response tone may be elongated. In a Yes/No question structure, if the speaker uses a falling tone, it means that he already knows the answer, or at least he is sure that he knows. Meanwhile, the purpose of asking the question, as far as the speaker is concerned, is to put the answer on record. In the following exchange, the speaker is sure to get a ’Yes’ answer from the addressee:

A : Have you MET him?
   B : YES.
From the explanation of the influence of intonation in questions, it is clear that the use of the elicitations also have a strong relation with the application of the tone. Meanwhile, the use of certain tone also shows that it has a relation with the speaker’s intention to get the prospected response from the addressee.

4. The Subclasses of Elicitations

The functions of the elicitations can be identified from the types. Meanwhile, the types of the elicitations are drawn from their subclasses. In addition, the discourse of an utterance named elicitations depend not only on the intonation, but also on the situation, and who knows what (Brasil 1983; Tsui 1994: 84). Thus, Tsui (1994) divides the subclasses of the elicitations according to the different responses prospected. They are:

a. Elicit inform

This first subclass consists of elicitations, which invite the addressee to supply a piece of information or an information seeking elicitations. Since the illocutionary intent of elicitations is to get a piece of information from the addressee, it presupposes that:

1. The speaker does not have the information and wants to (sincerely);
2. The speaker has the need and the right to ask for the information;
3. The speaker has reason to believe that the addressee has the information;
4. The speaker has reason to believe that the addressee is willing to supply the information.

The example taken from *The Day After Tomorrow* is as follows:

```
Jack Hall : I love that picture.
Dr. Lucy Hall : Yeah, so do I.
Jack Hall : Where was that taken?
Dr. Lucy Hall : Miami
```

Jack elicits information from Lucy when both are talking about Sam’s picture. Jack wants to know where the picture was taken to Lucy. Thus, Jack has presupposition that Lucy knows the information and is willing to supply the information to him. Lucy who knows that gives a positive response to Jack by giving the information that Jack elicits.

b. Elicit: confirm

This second subclass consists of elicitation, which invite the addressee to confirm the speaker’s assumption. The illocutionary intent of an elicitation for a confirmation is to get the addressee to confirm that the speaker’s assumption is correct. It presupposes that

1. The speaker believes that the expressed proposition is true, but certain things in the context have led him to doubt his belief.

2. The addressee is able to and will confirm that the speaker’s assumption is true.

The example taken from *The Day After Tomorrow* is as follows:

```
Jack Hall : You guys okay?
Frank Harris : Yeah.
Jason Evans : Yeah.
```

Jaws PDF Creator
Jack, Frank, and Jason are driving to New York to get to Sam when their truck suddenly hits the snow just north of Philadelphia as the ice and snow become too deep. Therefore, Jack as the boss elicits a confirmation to Frank and Jason to confirm their condition that they are all right. Both of them give a positive response by giving a confirmation that they are okay.

c. Elicit: agree

This third subclass consists of elicitation, which invite the addressee to agree with the speaker’s assumption that the expressed proposition is self-evidently true. It initiates what Brazil refers to as ‘world-matching’ exchange (Brazil 1984: 36; in Tsui 1994: 86) or in Labov and Fanshel’s term an exchange about an ‘AB-event’ (1997: 80; in Tsui 1994: 86). The illocutionary intention of elicit: agree is to get the addressee to agree with the speaker’s assumption that the express proposition is self-evidently true. It presupposes that:

1. The speaker believes that the expressed proposition is self-evidently true;
2. The addressee will agree with the speaker.

The example taken from The Day After Tomorrow is as follows:

**Terry Rapson:** I enjoyed your testimony, professor. It was very spirited.
**Jack Hall:** Oh, thank you. That's what we're here for, right? Put on a good show?

**Terry Rapson:** Quite.

The elicitation on the dialogue above delivered by Jack belongs to the subclass of elicit: agree. This type of elicitation functions to get the addressee to agree with Jack’s assumption that his express proposition is self-evidently true.
Here, Professor Rapson provides a positive response by giving an agreement to Jack.

d. Elicit: commit

This fourth subclass of elicitation is different from the above three subclasses in that, in addition to a verbal response, it also elicits commitment of some kind. In other words, this kind of elicitation not only invites an obligatory verbal response, but also invites commitment on the part of the addressee to further interaction. This subclass bears strong similarity to request, in the sense that if responded to positively, it will involve commitment to a further action or a further exchange. There is, nevertheless, an important difference: a verbal response is obligatory in elicite: commit whereas it is not in requests. Thus, the illocutionary intent of an elicite: commit is to get the addressee to produce a verbal response which will commit him to the production of a further exchange(s) or a future action. It presupposes that:

1. The speaker sincerely wants the addressee to commit himself;
2. The addressee may be able and willing to commit himself.

The example taken from *The Day After Tomorrow* is as follows:

Terry Rapson: I was wondering if I could talk to you about your theory on abrupt climate shift. The name's Rapson.
Terry Rapson.

Jack Hall: Professor Rapson? Of the Hedland Center?
Terry Rapson: That's me.
Jack Hall: I've read your work on ocean currents.

Terry Rapson: What do you say to a spot of tea?
Jack Hall: Absolutely. If we can hail a cab.

The type of the elicitation in the dialogue above is an elicite: commit. Here, after a small talk and an introduction, Professor Rapson elicits a commitment to
Jack to meet for a cup of coffee to discuss Jack’s findings. From his elicitation means that Professor Rapson already has presupposition that Jack will agree. Jack who agrees with that invitation gives a positive response by committing himself to do so.

e. Elicit: repeat

This fifth subclass consists of elicitation, which prospect a repetition of a preceding utterance or preceding utterance. It is realized by wh-interrogatives such as “who/when/where/what did you say?” or words such as “Sorry?” “Pardon?” or “Huh?” It should be noted, however, that the utterance “What did you say?” realizes an elicitation repeatedly when ‘what’ is prominent and usually spoken with rising tone. The example taken from *The Day After Tomorrow* is as follows:

Dr. Lucy Hall : Is Peter's ambulance here?
Nurse : No.
Dr. Lucy Hall : Why?
Nurse : They've all gone.
**Dr. Lucy Hall : What**
Nurse : In the confusion... I don't know what happened. People started to panic, and they left...

Here, Dr. Lucy Hall who is responsible for her young patient named Peter elicits a repetition from the nurse as what that nurse has informed in her preceding utterances surprises Dr. Lucy Hall. Thus, the nurse gives a positive response by repeating her preceding utterances and giving a more explanation to Dr. Lucy Hall.

f. Elicit: clarify

This sixth subclass consists of elicitation, which prospect the clarification of a preceding utterance or preceding utterances. It has a greater variety of
realizations. It can be realized by wh-interrogatives such as “What do you mean?” “Which room?” Or “Where?” uttered with a rising intonation. The example taken from The Day After Tomorrow is as follows:

Jason Evans : What's going to happen to us?
Jack Hall   : What do you mean?
Jason Evans : I mean "us"? Civilization? Everyone?

The type of the elicitation above belongs to the subclass of elicit: clarify as Jack Hall elicits a clarification of Jason’s preceding utterances. That elicitation occurs since Jack is confused of what Jason mean in his preceding utterances. Thus, Jason gives a positive response by clarifying his preceding utterances.

5. Responses and Challenges to Elicitations

The study of elicitations needs to consider the whole structure. Elicitations have the structure of an adjacency pair operation or action chain event. It means that an elicitation will be responded by the addressee right after it is delivered, and the response shall be relevant. The responses toward the elicitations can be classified into three main subclasses, they are:

a. Positive responding acts

It can be called as a ‘preferred response’ since this response is fully fitting to the speaker’s presupposition. The example taken from The Day After Tomorrow is as follows:

Jack Hall : Oh, thank you. That's what we're here for, right? Put on a good show?
Terry Rapson : Quite.

b. Negative responding acts
It can be called as a ‘dispreferred’ response since it is not fully fitting to the speaker’s presupposition. It can also be called as a challenge rather as a response since it is challenge the presuppositions of the preceding utterance; and, it is a face threatening. It can be done by employing a declaration of ignorance, a declaration of inability to fulfill the speaker’s presuppositions, unwillingness to fulfill the speaker’s presupposition, a challenge to the speaker’s presuppositions and by using fillers, hesitations, or evasive answer to indicate the reluctance. The example taken from *The Day After Tomorrow* is as follows:

Jack Hall: *Are you sure you can't get home any sooner than tomorrow?*

Sam Hall: *Well, looks, Dad, I would if I could, you know. It's just... This smell is unbearable, Dad.*

c. **Temporization**

It is a response that contains a postponing the decision-making. Therefore, it is not fully fitting to the speaker’s presupposition and can also be called as a ‘dispreferred’ response. The example taken from *The Day After Tomorrow* is as follows:

Jack Hall: *Sam is a straight-A student. He doesn't fail classes.*

Dr. Lucy Hall: *I don't have time to talk about this now.*

The schematization of the three major subclasses of responding acts is:

\[
\text{Response} \quad \begin{cases} \text{Fully fitting} & \rightarrow \text{Positive responding act} \\ \text{Not fully fitting} & \rightarrow \text{Negative responding} \rightarrow \text{Temporization} \end{cases}
\]

### 1. **Status and Role**

In all of the many social groups where individuals belong to, people have a status and a role to fulfill. Status is a relative social position within a group, while
a role is the part of the society expectation to their members to play in a given status (http://anthro.palomar.edu/status/stat_2.htm). Sociologist Louis Zurcher (1983) in Golder defines social role as a set of behavioral expectations for what a person should do, when occupying a position in a specific social setting (223). Meanwhile, Erving Goffmans (1959: 16) in Golder defines a social role as the enactment of rights and duties attach to a given status. This assessment has room for both formal and informal status, and acknowledges the relationship between status and behavior (i.e. rights and duties). Combining these two theories, it is important to consider both what one does (i.e. in the context of his social dramas) and what one can do (i.e. the rights and duties ascribed to him) (http://web.media.mit.edu/~golder/projects/roles/golder_thesis.htm).

In The Day After Tomorrow, the characters are customized with various statuses and roles. For example, Jack Hall has a status as a father in his family. Because of this status, he is expected to fulfill a role for Sam Hall as his only son to nurture, educate, guide, and protect him. Thus, the expected role of Jack is the same like all fathers around the world that is as a protector and a provider for his wife and his son.

It is a fact that social group membership gives a set of statuses and roles that allow people to know what to expect from each other and make it more predictable. However, it is common for people to have multiple overlapping statuses and roles. The social group membership gives the members a set of role tags that allow them to know what to expect from each other, but they are not always straight jackets for behavior (http://anthro.palomar.edu/status/stat_2.htm).
Hence, in generating a successful communication, the recognition of the participants’ statuses and roles also become the important aspects of communicative competence as the term of communicative competence is used to describe the speaker’s ability in using language appropriately. Saville-Troike (in Wardhaugh, 1998) states as follows:

*Communicative competence extends to both knowledge and expectation of who may or may not speak in certain settings, when to speak and when to remain silent, whom one may speak to, how one may talk to persons of different statuses and roles, what nonverbal behaviors are appropriate in various contexts…. - In short, everything involving the use of language and other communicative dimensions in particular social settings (246).*

In conclusion, communicative social interaction requires more than knowledge of the topic and the setting of the conversation. It is so important to know something about the people with whom one is interacting, and know their statuses and roles domain in which the conversation takes place.

**J. Film**

Film, as one of mediums of entertainment has been a social phenomenon. Film is recorded and reproduced images of the real world. It displays and transform moving images of real people and objects audio-visually. Film is also a social practice for its makers and its audience, in its narratives and meanings since it gives the evidence of the ways in which a certain culture make sense of itself. It reflects the desires, needs, fears, and aspirations of a particular society since it is produced and seen within a social and cultural context at a given time.

Film is suggested having a social dimension due to its function as social representation. It is a social representation since film derives the images and
sounds, themes and stories ultimately from the social environment. Furthermore, the way films are produced and what they represent is the reflection of particular culture. Film takes ideas and images from the world in which we live and then turns these into stories. In fictional films, characters are given attitudes, gestures, sentiments, motivations, and appearances that are, in part at least, based on social roles and on general notions about how a policeman, factory worker, debutante, mother or husband is ‘supposed’ to act (Allen and Gomery, 1985: 158). Therefore, film can be a source of data for a discourse and conversational analysis due to its function as a social representation in which the characters in film are supposed to act based on their social roles as if they are real in society.

*The Day After Tomorrow* for example, is a science fiction film which describes the picture of the world when it hangs in the balance as global warming brings on catastrophic floods, hurricanes and earthquakes, leading perilously to the next Ice Age. A paleoclimatologist Professor Jack Hall tries to save the world from the effects of this global warming. Meanwhile, he also must try to get to his son, Sam, who is in New York City as part of a scholastic competition, when the city is overwhelmed by the chilling beginnings of the new Ice Age. Hence, it can be concluded that force of nature; father and son relationship; friendship and solidarity; and race against time are the themes of this film. Thus, although the events and the characters in this film are not real, the themes carried by this film more or less can give reflection about what happen in a society; moreover, the locations in which this film taking place are real. In conclusion, fictional film can be a means to presents a phenomenon, which might happen in the world.
K. Synopsis of The Film

_The Day After Tomorrow_ is Post-apocalyptic science fiction films and Action, Thriller film. It can also be categorized as a disaster and environmental film since it describes about global warming which leads into a world natural disaster. In _The Day After Tomorrow_ the director Roland Emmerich describes the destruction of the earth in which the enemy is a very devastating force: that is the nature itself. This film takes a big-budget; special-effects-filled look at what the world would look like if the greenhouse effect and global warming continued at such level that they resulted in worldwide catastrophic disaster, including multiple hurricanes, tornadoes, tidal waves, floods and the beginning of the next Ice Age.

The center of the story is a paleoclimatologist Professor Jack Hall and his 17 year-old son Sam Hall. Jack Hall’s research indicates that global warming could trigger an abrupt and catastrophic shift in the planet’s climate. The ice cores that he is drilled in Antarctica show that it happened before, ten thousand years ago. And now he is warning the officials that it could happen again if they do not act soon.

The indication of the disaster begins when Hall witnesses a piece of ice the size of Rhode Island breaks off the Antarctic Ice Shelf. Then a series of increasingly severe weather events start to unfold around the globe: hail the size of grapefruit batters Tokyo, record-breaking hurricane winds pound Hawaii; snow
falls in New Delhi, and then a devastating series of tornadoes whips through Los Angeles.

A phone call from a colleague in Scotland, Professor Rapson, confirms Jack’s worst fears: these intense weather events are symptoms of a massive global change. Melting polar caps has poured too much fresh water into the oceans and disrupted the currents that stabilize our climate system. Global warming has pushed the planet over the edge and into a new Ice Age. Thus, it all will happen during one global super storm.

While Jack warns the White House of the impending climate shift, his son, Sam finds himself trapped in New York City where he and some friends have been competing in a high school academic competition. He must now cope with the severe flooding and plummeting temperatures in Manhattan. Having taken refuge inside the New York Public Library, Sam manages to reach his father by phone. Jack only has time for one warning: stay inside at all costs.

While full-scale, massive evacuations to the south begin, Jack heads north to New York City to save Sam. As Hall finally approaches New York, the storm suddenly dissipates, as their last mile of journeying shows shockingly clear weather. He finds his son and the rest of their group have survived. The film ends with people emerging onto the roofs of skyscrapers to be rescued and Jack with the library group being picked up by a helicopter.

CHAPTER III
RESEARCH METHODOLOGY

Type of Research
In this research, the researcher applies descriptive qualitative method. It is descriptive as the research describes the data as the way they are. Suryabrata states that *penelitian deskriptif adalah penelitian yang bermaksud untuk membuat pencandraan (deskripsi) mengenai situasi-situasi atau kejadian-kejadian* (Suryabrata, 2004: 76). It means that descriptive research deals with the description of events and situations.

*It is qualitative as the research focuses on description. According to Miles and Huberman, ‘the qualitative data are in the form of words or pictures rather than numbers’* (1984: 15). Furthermore, Ruth G. McRoy states that qualitative research is concerned with non-statistical methods of inquiry and analysis of social phenomena. It draws on an inductive process in which themes and categories emerge through analysis of data collected by such techniques as interviews, observations, videotapes, case studies. Bodgan and Taylor in Maleong, also argue that a qualitative methodology refers to the research procedure, which brings about descriptive data both in written or spoken forms available to be examined (1990: 3). Thus, the written results of the research contain quotations from the data to illustrate and substantiate the presentation. It means that this research focuses on finding, collecting, classifying, analyzing the data, interpreting them and finally drawing the conclusion.

**B. Data and Source of Data**

The source of data in a research refers to the subject from which the data are obtained. Thus, this research studies about the elicitations, which appear in
the dialogs of the main character in the film entitled The Day After Tomorrow. Hence, it is clear that the researcher uses a film entitled The Day After Tomorrow as the source of data. It can also be concluded that the data of this study are all dialogs containing the elicitations employed by the main characters in the film entitled The Day After Tomorrow and also the context that go along with it.

The reason why the researcher takes this film as the main data is because there are various different types of the elicitations employed by the main characters. They employ those elicitations based on certain reason or purpose with respect to the participants’ statuses and roles in the film. Through The Day After Tomorrow film, the researcher wants to show how the elicitations employed by the main characters are influenced not only by the context of situation faced by them but also are influenced by their addressees and their own statuses and roles customized in the film. In this way, it is clear that the researcher uses a socio-pragmatics approach in doing this research.

This film is interesting since it describes the picture of the world when it hangs in the balance as global warming brings a natural disaster that happens almost in the entire world, and it also shows how people react against this phenomenon. Since the film is about the forces of nature, it describes where everything is not in the normal condition; therefore, how the characters in the film speak and act are mostly influenced and forced by their condition and situation. Thus, this film conveys significant humanity messages.

C. Data Validity
In order to ensure the validity of the data, the researcher uses the technique of data triangulation. Sutopo stated that data yang sama atau sejenis, akan lebih mantap kebenarannya bila digali dari beberapa sumber data yang berbeda (2002: 79). It means that different sources of data will ensure the validity of the same data.

The data of the research are taken through differences sources, they are:
1. The CD 1 and 2 of the film entitled The Day After Tomorrow which are the sources of data in which data are taken by viewing the film.
2. The original script of the film taken from www.script-o-rama.com refers to the written source of the data.

In order to ensure that the data are valid, the researcher compares the data from the film with the data from the script taken on the Internet. Here, the researcher also asks the other researcher from the same degree to measure the validity of the data. Like what have been mentioned above, the main source of data is the dialogs from the original film so the dialogs from the original script taken on the Internet are only for additional data used for the purpose of validity measurement in order to get data validity.
D. Sample and Sampling Technique

In qualitative method, samples are small and are purposively selected. Samples here are not intended to make a statistics generalization neither just as a representation of the population but more intended to make a theoretical generalization. Thus, this research uses a purposive sampling technique or a sampling technique with criterion based selection. This kind of sampling technique is used for analyzing the data, which are all the phenomenon occurring in the population, that match with the criterion of the study. It means that the data do not represent the population but they represent the information. Sutopo (2002: 56), gives an explanation about the purposive sampling: “purposive sampling adalah pengambilan data yang didasarkan pada pertimbangan tertentu.” It means that in purposive sampling the data taken are based on certain criterion. Furthermore, Goetz and LeCompte in Sutopo also states that:


Like what has been mentioned above, this research studies about the elicitations in the film entitled The Day After Tomorrow. There are many dialogs
containing the elicitations found in the film. Thus, the researcher uses a purposive sampling technique or a sampling technique with criterion based selection to get the samples. The samples of the data are all the data showing the elicitations employed by the main characters. From the purposive sampling technique, there are 61 data that are taken as the samples. Thus, the 61 data are then reduced by using criterion-based selection. The detail explanation is presented in the introduction of the chapter IV.

E. Instruments of the Research

In a qualitative research, the researcher is the main instrument since he or she conducts the whole research process. Ruth G. McRoy in (http://www.uncp.edu/home/marsen/qualitative_research.html) states that qualitative research uses detailed descriptions from the perspective of the research participants themselves as a means of examining specific issues and problems under study. However, the researcher needs some supporting instruments in conducting the research, such as a set of VCD player and television. The uses of the supporting instruments are as follows:

a. VCD Player. The researcher needed a VCD player to play the VCD of the film, to rewind and to repeat particular scenes of the film The Day After Tomorrow in which the elicitations occur.

b. Television. It was used to display the picture of the film entitled The Day After Tomorrow from the VCD player.
c. Note. It was used to make a transcript of the dialogs containing elicitations and their responses found in the film.

F. Technique of Collecting the Data

In collecting the data, the researcher does the steps as follows:

a. Replaying the film entitled The Day After Tomorrow several times in order to understand the story.

b. Comparing the data from the film with the data from the transcript taken on the Internet.

c. Making the data validity in the form of dialogs list. Here, the researcher also asks the other researcher from the same degree to compare the dialogs of the film with the dialogs of the script taken from the Internet to measure its validity. The valid data are chosen from the original film since it is found that the dialogs of the script taken from the Internet is less valid as there are no name mentioned in the script taken from the Internet, and there are also few mistakes found in the transcription.

d. Identifying the types of the elicitations and their response in the film.

e. Transcribing dialogs containing the elicitations delivered by the main characters to the addressee and their responses as the data.
f. Giving the mark on the elicitations and their responses in the
dialogs. Utterances typed bold are the elicitations, while the
underlined utterances are elicitations responses.


g. Giving a code on each classified data.

G. Data Coding

In this research, the data coding is done in order to make the analysis of
each datum easier. Coding is a part of data reduction. Miles and Huberman
(1984: 21) states that as data proceeds, there are further episodes of data
reduction (doing summaries, coding, teasing out themes, making clusters, making
partitions, writing memos). The data coding is based on the order of the datum
number, the title of the film and the number of the disc, the types of the
elicitations, the domain of each datum and the name of the performer of the
elicitations.

The example of data coding is as follows.

01/TDAT-1/E-AG/TAM/SAM

1. 01 refers to the datum number.

2. TDAT-1: refers to the title of the film ‘The Day After Tomorrow’
and the number of the disc ‘1’.

3. E-AG: refers to type of the elicitations.

The coding of the types of the elicitations is:
a. Elicit: inform (E-INF)
b. Elicit: confirm (E-CON)
c. Elicit: agree (E-AGR)
d. Elicit: commit (E-COM)
e. Elicit: repeat (E-REP)
f. Elicit: clarify (E-CLA)

4. FAM: refers to domain.

The coding of the domains of the dialogs in the film is:

a. Religion domain (REL)
b. Friendship domain (FRI)
c. Family domain (FAM)
d. Employment domain (EMP)
e. Education domain (EDU)

5. SAM: refers to the name of the main characters who employ the elicitations.

From the explanation of the data coding above, the coding 01/TDAT-1/E-AGR/FAM/SAM means that it is the datum number 01. This datum is found in the disc 1 of the film entitled ‘The Day After Tomorrow’ that contains elicit: agree and it belongs to the family domain. It is Sam who employs the elicitation.

H. Design of the Research

The research procedure is meant to set up the direction in conducting the research. The research is conducted in the following steps:
1. Replying the film entitled The Day After Tomorrow several times in order to understand the story.

2. Comparing the data in the form of dialogs list with the script of the film taken from the Internet. Here, the researcher also asks the other researcher from the same degree to compare the dialogs of the film with the dialogs of the script taken from the Internet to measure its validity. The valid data are chosen from the original film since it is found that the dialogs of the script taken from the Internet is less valid as there are no name mentioned in the script taken from the Internet, and there are also few mistakes found in the transcription.

3. Transcribing dialogs containing the elicitations employed by the main characters from the film into the form of dialog list as the valid data

4. Determining the elicitations and elicitations responses that occur in the data based on their type with respect to the participants’ statuses and roles and also with regard to the domains and the social dimensions.

5. Giving the mark on the elicitations expressions and their responses in the dialogs. Utterance typed bold are elicitations expressions, while the underlined utterances are elicitations responses.

6. Giving a code to each classified data.

7. Analyzing the data.

8. Drawing the conclusion from the result of the analysis.

I. Technique of Analyzing the Data
In this research, the researcher conducts the analysis of the data by working on these following steps:

1. Classifying the data according to each type of the elicitations based on Tsui’s classification. Then, the researcher also classifies the elicitations responses based on Tsui’s classification of responses.

2. Reducing the data with criterion-based selection to decide the data which are going to be analyzed in the data analysis, as the representation of the data having the same characteristics with it.

3. Describing the data in relation to the context of the dialogs when certain elicitations occur. The context of the dialogs covers the situational context of the dialogs, the setting, the participants of the conversation, the key or the activities, the relationship between the participants of the dialogs including the explanation of their statuses and roles, and the ends of the event.

4. Describing the data, which are classified into the types of the elicitations by Tsui based on Hymes ethnography of communication through the components of speech in
SPEAKING, politeness theory and intonation appearing from the conversation to answer problem statement how.

5. Analyzing the data based on Holmes’s social dimension and the domains of language use to answer the problem statement why.

6. Drawing the conclusion from the analysis of the data.

Thus, through this process the validity of the data is established and the meanings of findings emerge.

CHAPTER IV
ANALYSIS

A. Introduction to Analysis

This chapter is the most important part of the research since it contains the data analysis of research, which is conducted based on the theory presented in Chapter II in order to answer the problem statements stated in Chapter I.

This chapter is divided into three sub-chapters. The introduction provides a general description about the items discussed in this chapter. The second sub-chapter presents the analysis. The third sub-chapter discusses the discussion as the result of the analysis.

The aim of the research is to reveal the phenomenon of the elicitations employed by the main characters with respect to the participants’ statuses and
roles in the film entitled *The Day After Tomorrow*. It covers the description of the types of the elicitations employed by the main characters in the film, the way the speaker delivers each type, and the reasons that influence the appearance of those types. In addition, the responses from the addressee or the hearer towards those elicitations are also identified, as the structure of the elicitations is an adjacency pair.

In achieving the goal, the analysis is arranged as follows:

1. **The description of the context**
   It describes the context of situation formed by the setting, the participants of the conversation, the key or the activities, the relationship between the participants of the conversation including the explanation of their statuses and roles and the ends of the event.

2. **The data description**
   It shows the conversation between the participants containing the elicitations and their responses.

3. **The data interpretation**
   It discusses the analysis of each type of the elicitations and their functions based on Tsui’s classification. Here, the researcher also applies Hymes’ ethnography of communication, Brown and Levinson’s politeness theory, and the theory of intonation to answer how certain types of elicitations are performed. Meanwhile, the ethnography of communication used in the research refers to the SPEAKING formula that Hymes proposes. The SPEAKING formula, which is going to be used to analyze how the main characters perform
certain types of elicitation are participants, setting, scene, key and ends. Besides, Fishman’s domain of language use and Holmes’ Social Dimension of Communication are also used to analyze the purposes or the reasons that influence the appearance of each type of the elicitations in the film. In addition, Tsui’s classification of the elicitation’s responses is also used to analyze the responses from the addressees or the hearers.

Considering the above steps, the researcher answers the problem statements of the research.

From the film, there are 61 data containing elicitations employed by the main characters. The types of elicitations found are elicit: inform, elicit: confirm, elicit: agree, elicit: repeat and elicit: clarify. In presenting the data analysis, the researcher makes a data reduction with criterion-based selection. The criteria used to select the data are the same types of the elicitations, the same responses, the same speaker, the same social status and role of the participants, and the same domains. Therefore, if two or more data have the above criteria, there is only one datum presented to represent all the data. The details are as follows:

Table 2. The Classification of the Data

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of Elicitations</th>
<th>The Sum of the Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Elicit: inform</td>
<td>30 data</td>
</tr>
<tr>
<td>2.</td>
<td>Elicit: confirm</td>
<td>14 data</td>
</tr>
<tr>
<td>3.</td>
<td>Elicit: agree</td>
<td>7 data</td>
</tr>
<tr>
<td>4.</td>
<td>Elicit: repeat</td>
<td>1 datum</td>
</tr>
</tbody>
</table>
From the analysis, it is expected that it can show the correlation between the use of certain types of the elicitations employed by the main characters with respect to the participants’ statuses and roles with the ethnography of communication ‘SPEAKING’, the domains of language use, the social dimension and the application of politeness theory.

### 3. Analysis

#### 1. Elicit: inform

This subclass consists of elicitation, which invite the addressee to supply a piece of information or information-seeking elicitation. Thus, the illocutionary intent of elicit: inform is to get a piece of information from the addressee. This following analysis taken from *The Day After Tomorrow* may help to understand more:

**14/TDAT-1/F- INF/FAM/JACK**

**The description of the context**

Jack is on the way to take Sam to the airport. While driving he asks, his son, Sam about why he gets an F in calculus as Jack always thinks that his son is a straight A student. From Sam, Jack gets an explanation that this problem is just a matter of mistake. He fails not because he cannot do the test; in vice versa, he can answer every
question on the final test correctly. Thus, the only reason of why Mr. Spengler, his teacher, fails him because he does not write out the solutions. This unbelievable thing can happen because Sam is a genius; therefore, he can do the solutions in his head without writing it in the paper. It makes Mr. Spengler, his teacher, accuses him for doing a cheating. Mr. Spengler does not believe Sam, his student, can do that. It is because as a teacher, he even could not do it. That is why he cannot accept Sam’s argument. Knowing this fact, Jack delivers an elicitation toward Sam, about his teacher reaction as Sam said that he had complaint this matter to Mr. Spengler, himself.

Sam Hall: That’s what I said.
Jack Hall: [smirks] You did? How’d he take it?
Sam Hall: He flunked me remember?

The data interpretation

In the dialogue above Jack employs an elicitation for information in the form of wh-questions with a falling intonation. This type of elicitation functions as information seeking as it elicits the missing information that the speaker seeks. In this dialogue, it is the missing information that Jack seeks from Sam. Here, Jack employs an elicitation for information to know how the reaction of his son’s teacher on the complaint that Sam already makes to him. The use of falling intonation in his elicitation indicates that Jack believes on
Sam’s previous explanation. Thus, Jack delivers his elicitation to his son Sam directly by saying, “How’d he take it?” with a falling intonation and low voice in order to soften his elicitation as his status as a father takes a big role to make the communication to be smoother. Due to his unequal power relationship with Sam, Jack uses a bald-on record strategy in employing his elicitation. Here, Jack has the more power than Sam as he is the father and Sam is the son. Therefore, Jack has the right to ask his son about his academic problem in details. Here, the use of a falling intonation in Jack elicitation is also due to his good mood. Jack feels glad because of Sam’s explanation. Hence, he uses a falling intonation and a low voice in order to maintain the conversation; since, at first, Jack jumps into his own conclusion without knowing the fact first. From the non-verbal action that Jack shows, it indicates that Jack’s feeling is changing as he smirks a little bit. However, this reaction is a little bit too late as Sam’s mood is already changing too. Sam’s face becomes serious indicating that he is a bit angry to his father because he feels doubt about him at first. From the topic, the setting and the participants it is also clear that the domain of this conversation is family as they discusses about the family member’s problem. Thus, this conversation runs in an
informal way. Here, the informality of the conversation can be seen from their informal language choice, their informal manner and the atmosphere built-up from their relationship as a father and son. After Sam gives an explanation, it can be felt that the moods of both are changing. Thus, the changing of Jack mood and Sam mood are also the things that changing the atmosphere of the conversation. It is not Jack anymore who feels disappointed instead of Sam. Jack could catch that Sam is already disappointed on him by looking at Sam’s face that shows an annoyance when he said “That’s what I said”.

Thus, Sam provides a positive response that containing a face threatening act for Jack’s face by answering with a tag question “He flunked me, remembers?” in a rising intonation. Here, Sam’s response is categorized as a positive response because he gives the answer that his father seeks. It means that he fulfils the illocutionary intent of his father’s utterance to get the missing information from him.

Nevertheless, Sam’s response is also containing a FTA. It can be detected from the way he answers it which indicates his annoyance. The intimate relationship, that Jack and Sam have, also influences the way Sam delivers his response. In this context, the way Sam delivers his response is still acceptable as he has a right to feel
disappointed to his father deals with his first assessment to him since Jack just jumps into his own conclusion without realizing the fact first.

The data that shows the same characteristics with the datum above are data number 11, 22, 31, 32 and 36. Thus, those data have the same characteristics with the datum analyzed above as they belong to the same types of the elicitations, the same responses, the same speaker, the same social status and the role of the participants, and the same domain.

The description of the context

It is a time for people to get a sleep but suddenly the phone rings. It wakes Jake up. A call during this time actually can be considered as something impolite. While wondering who is calling Jack employs an elicitation to the receiver to know with whom he speaks. Then, it is known that the one who calls him so early is Professor Rapson from the Hedland Center. Both of them are friends; however, the thing that they want to talk about deals with their responsibilities and duties. Hence, in this conversation, both exercise their status and role as scientists. Thus, to know the purpose of Rapson's call, Jack then delivers his second elicitation to him.

Jack Hall: Who is it?
Terry Rapson: Terry Rapson here. Sorry to call you so early.
Jack Hall: No, professor, it's all right. What is it?
Terry Rapson: Well, we've found something extraordinary. Extraordinary and disturbing, that is. You recall what you said in New Delhi about how polar melting... might disrupt the North Atlantic Current?
Jack Hall: Yes.
Terry Rapson: Well... I think it's happening (whisper).

The data interpretation

Based on the dialogue above, it is clear that Jack employs two elicitations for information both in wh-questions form. He employs the elicitations for
information to prospect the addressee to give him information as they are talking on the phone. Hence, those elicitations are employed with unemotional way. In the first elicitation delivered with a falling intonation, Jack wants to know with whom he speaks. Then, Professor Rapson gives a positive answer by telling his name to give Jack a clue with whom he speaks. Just like in the first elicitation, the second elicitation is also delivered with a falling intonation; here, Jack wants to have the information about what Professor Rapson intents to with his calling.

In delivering the first elicitation “Who is it?” Jack utters it with wondering as the call actually disturbs his sleep. This gives an indication that this calling is something that violates the norm of the time of when people usually can make a call. Realizing this, Professor Rapson directly apologizes, as he knows the norm to make a call. Here, he provides the information with whom the sender speaks with; hence, this answer fulfils the sender expectation. Therefore, this response can be categorized as a positive response. Nevertheless, Professor Rapson has not exercised a personally relationship to Jack that is why they have not had an intimate relationship yet. It means their relationship at this moment is still distant. Due to their distant relationship, Professor Rapson tends to exercise a negative politeness to Jack.

Both the sender and the receiver actually have the same status that are as scientists. However, Professor Rapson is older than Jack is. That is why in delivering the second elicitation “What is it?” Jack seems to be better welcoming. Here, Jack performs a F.A without redressive action, that is bald on record strategy in his elicitations. It is a bald on record strategy as the sender speaks very direct to the receiver to make efficiency in the conversation. Thus, Professor
Rapson should give a positive response if he wants to maintain the ongoing conversation. Hence, he gives a positive response by providing the information about why he calls so early to Jack. In his second response, Professor Rapson not only provides a positive response but also employs a question to Jack to ensure the further and detail information that he will give to Jack is right.

It is clear then, that this conversation belongs to the employment domain as Jack and Terry Rapson discuss about their findings, which relates with their job as scientists. It means that they have an equal relationship. Thus, their role’s dealing with their status is to give concern about the disaster that happens at that time. Because the topic of this conversation is something serious, it creates a solemn atmosphere and formality for both.

Thus, datum number 24 has the same characteristic with the data number 17 and 18. Those data have the same characteristics with the datum analyzed above as they belong to the same types of the elicitations, the same responses, the same speaker, the same social status and the role of the participants, and the same domain.

20/TDAT-I/E-INF/EMP/JACK

The description of the context:

This conversation takes place in NOAA’s department. The television and the radio already broadcast the threat of natural disaster
that happens almost in the entire world at that time. It makes people in this department be so busy in responding this news.

Jack approaches Tom, his boss, to let him make a forecast model dealing with phenomena of natural disaster which happens at that time. Jack should ask Tom permission, as he is the boss of NOAA. In building this forecast model Jack needs his staffs, as they will help him to make his job easier. Consequently, Jason accompanies Jack to approach Tom since he is also the NOAA’s worker and the subordinate of Jack. He does it as he has a role to help Jack. In the department, Jack is his boss; hence, he has a power above him. Here, due to his status and power, which is lowered than Jack, Jason has the responsibility to prepare everything dealing with the forecast model that they want to build. In this conversation, Jack employs an elicitation dealing with the preparation that they should have to Jason.

Jack Hall : We’re building a forecast model, we need… What?
Jason Evans : Priority accesses to the mainframe for two days, maybe three.
Tom Gomez : Oh, is that it? Anything else?
Jack Hall : We need it immediately.

The data description

In the datum above, Jack tries to approach his boss to let him build a forecast model to predict what will happen next dealing with
the threat of the unusual natural disaster that happens almost in the entire world, especially in the north hemisphere, at that time. While explaining his proposal to Tom, Jack elicits the information about what he needs in order to build that forecast model to Jason, his subordinate. Jack employs the elicitation in a wh-question form with a rising intonation to indicate that he needs a verbal response from Jason directly. Thus, Jack uses this kind of intonation due to his urgency to have the information from Jason since he needs that answer to continue his conversation with Tom.

A solemn atmosphere built in the employment domain in this conversation creates a serious manner between the participants. Besides, the importance of the topic that Jack carries also gives an influence of the appearance of the elicitation. The forecast model that Jack wants to build is necessary to predict the next events that will happen to the world dealing with the phenomena of the unusual natural disaster that threatens the world at that time. However, he still needs his boss permission to accomplish his project. In addition, he also needs his staffs to help him build this project. Thus, the employment domain and the setting that is in the NOAA’s office makes this conversation run in a serious and formal way.
The superiority position that Jack’s has made him utter his elicitation “we need... What?” to Jason in a direct way. Here, Jack uses a bald on record strategy. This strategy can be considered to be appropriate due to the unequal power relationship that Jack and Jason have. Jack is Jason’s boss; therefore, he can elicit the information from Jason without any effort to minimize the threats to Jason’s face, as Jason will not be hurt by Jack’s utterance. Thus, the appropriateness is due to the higher position that Jack has to Jason. A boss automatically has the authority toward his subordinate. Hence, he can ask or order his subordinate in a direct way without any burden that it will hurt his subordinate feeling.

Jason’s position as Jack’s subordinate makes him provide a positive response, as it is his duty to help his boss in their project. A positive response means that Jason is willing to supply the information that Jack’s seek. Realizing the status and role that he has, Jason gives a direct response by uttering “Priority accesses to the mainframe for two days, maybe three”. This direct response is the most appropriate answer since Jack only needs the information from Jason. Uttering this response, Jason also employs a bald on record strategy. In the formal situation like this, the participants tend to use the direct form. Furthermore, the employment domain, in which the participants’ status and role patterned by a formal norm and rule, also determines the assessment of the appropriateness of the language choice and the way the participants deliver their utterance in making an
interaction to each other. Here, the direct and formal language is the most appropriate choice to be used in this occasion.

26/TDAT-1/E-INF/FRI/SAM

The description of the context

It has been raining in few days. Thus, the weather is getting worst. Sam, Laura, Brian, and J.D. decide to go home as soon as possible. However, it is already flooding everywhere. They cannot go by taxi or even come back to J.D.'s apartment. They can only go to the higher place that is in the public library. All of them have an equal status, as they are friends.

When all of the boys have arrived in front of the public library, Sam realizes that Laura is gone; therefore, he employs an elicitation to Brian and J.D. to know where Laura is.

Sam Hall: Hey, Where's Laura?
Brian Parks: She was just right there.
J.D.: She's right there! Right there, see?
Sam Hall: What is she doing?
(Looking at Laura while wondering of what she is doing)

The data interpretation

Realizing Laura is not there; Sam elicits information to know where Laura is to Brian and J.D. He employs his elicitation firmly with a rising intonation because at that time they actually should be hurry to reach the public library as
the water from the rain and even from the sea flood very hard. Here, in this situation Sam needs a response right away as it relates with Laura’s life, his very close friend.

Sam, Brian, and J.D have an equal status, as they are friends. Therefore, Sam uses a bald on record strategy when he delivers his elicitation in a wh-question form “Hey, where's Laura?” to Brian and J.D. This strategy is used not only because their intimacy, but also because they are in the emergency situation. In such situation, they realize that they have a role to have concern on other friend’s safety in order to show their humanism and their solidarity. Therefore, Brian and J.D. give a positive response, as they know where Laura is by answering “She was just right there” and “She’s right there! Right there see?” and by pointing to Laura’s position in order to show Sam where Laura is.

The emergency situation creates a panic atmosphere. This also becomes one of the factors that influence the way Sam employs the elicitation. Besides, the informality of the setting becomes the factor that influences the informal language choice that he uses. Sam and his friends are on the way to the public library; meanwhile, the area surrounding them is flooding. This is another reason why the atmosphere reflects a total confusion that drives them into panic.

After Sam gets the positive response and realizes where Laura is, he employs a rhetorical question as he wonders what Laura does in the emergency situation like that. Laura at that time is helping a woman who is trapped in the taxi; meanwhile, the police cannot know how to communicate with her, as that woman speaks Spanish. Laura
then helps the police to translate his command into Spanish in order to save that woman. It is clear then, that the domain of that conversation influencing the use of elicitation is a friendship domain since the participants are friends and the topic is about one of their friend’s position. They use a direct form in their utterances as all of them are in the emergency condition. They actually have to run to the public library to save their life from the hard flood, which happens at that moment. In this sense, Sam’s direct elicitation employed with a firm way is acceptable, as the participants’ relationship is close and the situation at that time is in a case of an emergency. Thus, this conversation also shows that their intimacy is high, as the situation faced by them is totally in a mess.

The other data that have the similar characteristics are data number 25, 27, 45, 47, 56 and 58. Thus, those data have the same characteristics with the datum analyzed above as they belong to the same types of the elicitations, the same responses, the same speaker, the same social status and the role of the participants, and the same domain.

28/TDAT-2/INF/EMP/SAM

The description of the context
Sam, Laura, Brian and J.D. are taking shelter in the public library as the seawater floods everywhere. At that time, the situation and the condition are so mixed up. They cannot use their cell phone to reach their family, as there is no service in such chaos. Using his cell phone J.D. cannot reach his brother yet; knowing that, suddenly Sam realizes that the pay phone can be useful as the older pay phone draw power directly from the telephone line. Sam then elicits the information about whether there are any pay phones in the upper floor to the librarian named Judith. Judith has a status as a librarian; therefore, she has a responsibility to supply the information dealing with the library and the stuffs on it to any visitors including Sam.

Sam Hall: Excuse me.

Judith: Yes.

Sam Hall: Are there any pay phones on the upper floors?

Judith: No, no, no. But there are some on the mezzanine.

Sam Hall: Great.

Judith: But I think it's underwater.


Sam Hall: Older payphones draw power directly from the telephone line.

The data interpretation

Realizing that cell phone cannot be used as there is still no service in such chaos, Sam remembers that older pay phones can be useful as the pay phones draw power directly from the telephone line. Sam then approaches Judith the librarian to give him information about the place he can find the pay phones.

Here, Sam employs an elicitation for information to Judith. The elicitation can be detected from what he says in his yes-no question “Are there any pay phones on the upper floors” which requires the missing-information about the
place he can find the pay phones. The elicitation is intended not for asking a confirmation because in this context Sam just wants to know about where he can find the pay phones in the library. Sam uses a rising intonation, as he does not know for sure about the place that he can find the pay phones in the library. Thus, Sam considers that Judith has more power in that place so Sam assumes that she must know where he can find the pay phones, as she is the librarian and Sam just a visitor. Here, Sam employs his elicitation in normal and unemotional way since Judith and Sam are actually stranger and their status is unequal. Hence, Sam uses a negative politeness showing uncertainty content of his elicitation. Sam also precedes his elicitation by using the words “excuse me” to soften his elicitation in order to minimize the imposition as their relationship is still distant.

In this context, Judith’s status as librarian influences her response. She gives Sam a positive response. She tells where he can find the pay phones in that library. Here, her status as the librarian makes her use her role to give the information about the library and everything dealing with it to any visitors.

Meanwhile from the setting and the topic of the conversation, the domain still can be categorized as employment domain since Judith serves Sam as the visitor of the library. Here, in accordance with the employment domain and the type of interaction of this conversation, Sam and Judith use formal language choice.

The datum number 45 has the same characteristic with the datum above. Thus, that datum have the same characteristics with the datum analyzed above as they belong to the same types of the elicitations, the same responses, the same speaker, the same social status and the role of the participants, and the same domain.
The description of the context

The total confusion at last happens after the natural disaster begins to attack the entire north hemisphere. Here, Lucy meets Jack, as she cannot reach him by phone. She comes to the NOAA office because Jack, his husband, work there. Jack asks Lucy to come to his office. There, they are talking about their son Sam, as both of them cannot reach Sam. Thus, as parents they feel panic and worry about their only son. Moreover, they know that their son is in Manhattan where the storm hits badly there. While sharing their feeling, Jack and Lucy talk about Sam’s picture when he was still a child. In this conversation, Jack employs elicitation several times to his wife, Lucy.

Jack Hall
Dr. Lucy Hall

Dr. Lucy Hall

Jack Hall

Dr. Lucy Hall

Sam and I went with my sister. You were in Alaska... doing research on your doctorate...

The data interpretation

Jack and Lucy are talking about Sam’s childhood picture. They love that picture, as it is their son picture. Jack does not know where that picture was taken; therefore, he elicits information about this by uttering a wh-question “Where was that taken?” to Lucy using a falling intonation. In this conversation, Jack speaks in a soft way as he talks to his wife. Moreover, in such kind of situation where the atmosphere is full of worry, Jack has a role to make her wife
calm down. Meanwhile, his falling intonation is just intended to elicit the information that he seeks from Lucy.

Jack’s status as Lucy’s husband gives him a role to care about her. Therefore, in employing his elicitation, he shows a good manner and an intimacy, as their relationship is close. Here, Jack uses a positive politeness in respecting their close relationship as husband and wife. Using a positive politeness means he also exercise informality in making an interaction with his wife.

Here, their equal status gives a big influence on the way Lucy giving the response. She gives a direct positive response as it fulfills Jack’s presupposition that Lucy has the answer. Her direct answer is considered to be polite since it is not necessary to give a long answer or even an explanation since they know each other very well.

Having Lucy’s positive response, Jack employs his second elicitation to her by delivering a wh-question “Well, where was I? I don’t remember that trip”. These utterances are also categorized as an elicitation for information from the addressee. It needs information as the answer. Here, Jack uses a rising intonation, which indicates that he really wonders about the information that he really seeks. In this situation, he shows a good manner as the domain in which this conversation occurs is a family domain. It is a family domain as they are talking about Sam, their son as the topic of conversation. Although the setting of this conversation is in Jack’s office, a positive politeness is still used by Jack as he still talks with Lucy, his wife.

Lucy, who knows the answer, gives a positive response by providing the information that Jack’s seeks. This time, she not only
provides an answer, but also an explanation in order to maintain Jack’s positive face. Lucy exercises a positive politeness in answering Jack’s elicitation, as their relationship is intimate. Here, positive politeness can be recognized not only from their intimacy but also from their manner and gesture. It is so, as the non-verbal actions seen from their manner and gesture reflect their closeness and show their respect to each other.

33. TDAT- /INF/FAM/JACK
The description of the context
This conversation happens through the phone as Sam at last can call his parents. Not only Lucy, who feels so glad knowing that Sam is all right but also Jack, as they are Sam’s parents. This chance is also used by Sam to ask her mother to give the information about Laura and Brian’s condition to their parents telling that they are all right. Sam does this, because he also knows that his friends’ parents must also be as worry as his parent.
This conversation cannot run smoothly because of Sam’s condition. At that moment the water is going higher and Sam is trying to use his best chance before the water reaches the roof of the mezzanine. Because the water is nearly reaching the roof, Sam loses
his balance and gets into water. This makes a noise that can be heard through the phone. Hearing that there is something wrong with Sam’s condition, Jack delivers an elicitation to him.

Dr. Lucy Hall : Sam, it is Mom. I'm so happy you're okay.
Sam Hall : Mom. Can you call Laura and Brian’s parents and tell them we're all right?
Dr. Lucy Hall : Yes, of course.

Jack Hall : Sam, what's that noise? Sam?
Sam Hall : (Get into water)
Laura Chapman : Sam? Sam?
Sam Hall : What is going on out there, Dad?

The data interpretation

In the datum above, Jack employs an elicitation delivered to Sam by uttering a wh-question “Sam, what's that noise? Sam?” with a rising intonation. This elicitation occurs to elicit the information from Sam as Jack assumes that there is something wrong with Sam from the sound he hears. Here, Jack uses a rising intonation to indicate that he really needs a verbal answer and the explanation of the unusual sound that comes from Sam’s side. At that moment, Jack is startled hearing the noise sound from Sam’s side. Here, the way he utters his utterances shows his panic, as the situation faced by Sam is still undetected.

In employing his elicitation, Jack uses a bald on record strategy due to the unequal power relationships that they have and the emergency situation faced by Sam at that moment. Jack knows that his son life is threatened by the natural disaster that hit badly in the north hemisphere in which Sam is there. Therefore, it is a normal thing if Jack seems in panic in delivering his elicitation. There is a
universal fact that a good father always concerns and cares about his son safety. It also happens to Jack, as he is the father of Sam.

However, the condition faced by Sam makes him cannot give any verbal response to his father. Because the water is getting higher, it makes him make use the time to talk about their problem directly in order to make the conversation effectively. Moreover, the water that flooding the place where Sam is phoning his father makes him lose his balance and get into water. This creates a noise that makes Jack panic and wonders what happen to his son there. In responding to this situation, Sam prefers to change the topic to know about the abnormal condition that happened at that time knowing that he should uses his best chance to know what really happens. The line “What is going on out there, Dad?” is not the answer that Jack’s want. In this sense, Sam is absent in delivering the response. He chooses to change the topic that will help him to know the real condition and situation than just give a small talk as an explanation of his condition. This becomes the reason of the absent of the verbal answer. Here, the non-verbal answer is just a very noisy sound that makes Jack realize that Sam is not in the safety condition, as he does not respond to the elicitation positively.

The emergency and chaos atmosphere here gives a significant influence on the appearance of Jack’s elicitation as the way the elicitation delivered is in direct way. In addition, the family domain also becomes the reason of their directness that creates informality for both. Here, all of these reasons are the reflection that Jack and Sam have an intimate relationship. Their intimate relationship then determines the way this conversation runs.
Finally, Sam can call his father by using the public library’s pay phone. Meanwhile, the water is flooding that place and growing higher by minutes. Sam uses his best chance to elicit the information about the unusual condition faced by them at that time. Sam’s father, Jack, is a paleoclimatologist; hence, he must know about what actually happens. Sam is sure that his father can explain these phenomena since his father is a genius in handling the problem dealing with the weather and climate.

Then, after knowing what really happens at that time from his father explanation, Sam tries to elicit more information about how to deal with this matter by delivering another elicitation. Thus, their relationship as father and son make this conversation run in informal way but still in a serious atmosphere.

Sam Hall

What is going on out there, Dad?

Jack Hall

Sam, Sam, listen to me. Listen very carefully. Forget what I said about heading south. It’s too late. The storm is gonna get worse. It’s gonna turn into a massive blizzard with an eye in the center, just like a huge hurricane. Only the air will be so cold, you could freeze to death in seconds, Sam?

Sam Hall

Well, what should we do?

Jack Hall

Listen to me, son. Do not go outside. Just burn whatever you can to stay warm, and try to wait it out. I will come for you.

Do you understand me? I will come for you.
The data interpretation

Sam uses his best chance to elicit information about what really happens in the world at that time by uttering a wh-question “What is going on out there, Dad?” to his father. This utterance belongs to elicitation for information as it elicits for the information from Jack. Sam delivers his first elicitation in a rising intonation in the end of the tag question due to his emergency condition as the flood is getting to be higher by minutes.

Due to his intimate relationship with Jack, his father, Sam uses a positive politeness in employing the elicitation. The utterance “What is going on out there, Dad?” can also be categorized as a positive politeness as Sam asks for reasons that his father has, about the chaos. His status as a son makes him show a respect to Jack; since, it is a universal role that a son should respect their parents. Jack status as a father also gives an influence on the way the response is delivered. Here, Jack gives a positive response since he knows what really happens. Jack also gives a warning to Sam by saying “Sam, Sam, listen to me. Listen very carefully. Forget what I said about heading south. It's too late. The storm is gonna get worse.” This utterance indicates that Jack really concerns of his son safety; therefore, he asks Sam to forget his former order about heading to south.

In his second elicitation, Sam still elicits information to his father by delivering a wh-question “Well, what should we do?” with a rising intonation. This utterance is used as information seeking because Sam elicits the direction to his father about what he and all his friends should do in facing the natural chaos. Here, Sam still uses a positive politeness, which reflects that they have an intimate
relationship. Positive politeness can be detected from Sam’s utterance “Well, what should we do?” This utterance is meant to presuppose the hearer’s feeling, in this case his father feeling.

Jack’s status is superior to Sam not only because of his position as a father but also because he has a better knowledge about the problem. It means Jack has more power dealing with his statuses and roles as a father and a paleoclimatologist. In this situation, Jack occupies both statuses and roles very well. Due to his statuses and roles, Jack provides positive responses to Sam. It is positive responses as it fulfils his son presupposition in his utterance that he has a better knowledge than him. Here, Jack knows that Sam trusts him to give the direction in handling the natural chaos.

The application of Jack’s statuses and roles as a father and a paleoclimatologist can be seen from his response “Listen to me, son. Do not go outside. Just burn whatever you can to stay warm, and try to wait it out. I will come for you. Do you understand me? I will come for you”. That utterance contains information and affection from Jack. He gives the direction to Sam in handling the chaos, as he knows how to deal with the chaos. Jack also promises Sam to come to him, as it is his right and duty to concern about Sam. Those utterances also contain a positive politeness strategy. It can be detected from the words “Listen to me, son” which shows the uses of an in-group identity markers. In this case is a family identity.

It is clear then that the family domain influences the appearance of both elicitations. In a family domain, father and son should have an intimate relationship. The intimate relationship gives influences on the way they have a
conversation. In most society a son has a role to give a respect to his father like what Sam does to his father. In vice versa, Jack as father also has the universal role to concern about his son safety and to keep his son secure from any threat faced by him. These reasons build their relation to be more intimate. Thus, this also becomes the reason that makes the conversation run in informal way.

38/TDAT-2/E-INF/EMP/JACK

The description of the context

This conversation happens in a work's time. Meanwhile, the setting of the conversation is in the NOAA office where Jack works.

Knowing that Sam is trapped in the New York's Public Library where a deathly storm will attack there, Jack and Lucy, Sam's parents turn into panic. Jack makes a promise to his son to save him and then he uses a role to concern and care about his son safety. Therefore, he delivers the elicitation to ask the tools that he needs dealing with his rescuing mission to Frank, his subordinate. The purpose of his elicitation here relates to his plan to save Sam.

Jack Hall: Where'd you store the arctic gear?
Frank Harris: You can't make it to New York, Jack.

Jack Hall: I've walked that far before in the snow.
Frank Harris: This is not the same. Jack, this is not the same. Lucy, tell him.

Jack Hall: I have to do this.
Dr. Lucy Hall: I know.

The data interpretation

The elicitation delivered by Jack in the form of a wh-question above belongs to the elicitation for information. This elicitation functions to get Frank to give him a verbal response to answer the elicitation of the place where Frank has stored the arctic gear. Therefore in this case, the falling intonation is used by Jack, as he wants to soften his elicitation to Frank.
Jack and Frank have a vertical status relationship as super ordinate and sub-ordinate. It becomes one of the factors that influence the appearance of the elicitation. Hence, Jack is allowed to speak with a firm way to Frank, and it is acceptable; even though, Frank is older than him. From his elicitation, “Where'd you store the arctic gear?” it is clear that Jack plays bald on record strategy, as it is delivered directly due to their unequal status. Jack is a super ordinate hence he has the authority above Frank. In vice versa, as Frank is a sub-ordinate, he also has a role to obey his super ordinate.

However, as Frank and Jack have been working together for years, their relationship is close. In an informal situation, their relation is a friend. Therefore, Frank gives him a negative response instead of a positive one as Frank really concerns about Jack. As a friend, Frank does not want Jack to endanger his live by approaching the storm even though it is for saving Sam. His negative response “You can't make it to New York, Jack” indicates his reluctant to provide the information that Jack seeks. In this sense, his negative response shows that he has an affection feeling to Jack as it contains a warning to Jack of his own safety.

Thus, the informality of the conversation can be seen from their manner and their gesture. When Jack deliver his elicitation he is hugging his wife, Lucy, to calm her down after they know Sam's condition. However, the domain of this conversation is still employment as this conversation happens in the NOAA’s office where Jack and Frank work. In this case, even though the domain is employment, they can exercise informality as the situation when this conversation happens is not in a working atmosphere.
The description of the context

Sam gets under water because the water is getting higher. However, he is successful in calling his father and elicits about the problem faced by him. He also elicits about how to deal with the problem. Laura who accompanies him thought that he has drowned. A few minutes later Laura can relief as Sam shows up. Because he gets under water, he becomes wet and frozen. Moreover, the water is so cold at that time. Laura, who feels owing her life to Sam, helps him by finding some dry clothes and trying to keep Sam’s body warm.

Sam and Laura is a close friend. Therefore, when Laura needs a savior when the flood was chasing her, Sam was there and helped her. Their relationship as a close friend makes them have a big attention to each other.

In their conversation, Sam employs two elicitations, which elicit the information about what actually Laura does to him because at that moment Laura seems to be so close than physically. This makes him surprise. Thus, the setting of this conversation is still in some part of the New York’s public library.

Sam Hall: My hands are shak ... Shaking.
Laura Chapman: That's okay, Here, Here, Come here.
Sam Hall: What are you doing?
Laura Chapman: I'm using my body heat to warm you. If we let the blood from your arms and legs rush back to your heart too quickly... your heart could fail.

Sam Hall: Where do you learn that?
Laura Chapman: Some of us were actually paying attention in health class. How are you feeling?

Sam Hall: Much better.

The data interpretation

Sam complains about his condition to Laura. The cold water has driven him to get frozen. Hence, it makes his hands shake. Laura tries to make him
feeling better by finding some dry clothes in the Public Library’s wardrobe. After finding a big coat, she takes of her own coat and approaches Sam’s body. Laura suddenly hugs Sam very tight. This action leads Sam into surprise. He then elicits information about what Laura actually does by uttering a wh-question “What are you doing?” in a rising intonation indicating his surprise.

The close relationship that Sam and Laura have as friends then influences the way Sam employs the elicitation. Hence, the utterances “What are you doing?” contain a positive politeness as Sam asks for the reasons of Laura action. This elicitation demands a positive feedback to erase an awkward situation between them. Hence, Laura provides a positive response. A positive response is given because she is strongly demanded to give the information that Sam seeks. It is a must for Laura to give a reason for her action to Sam. Their status relationship as friends makes her have to explain what is her real attempt for doing so. The explanation is due to the status norm. This, it is quite unusual action that Laura does, as she suddenly hugs Sam very tight like they are a couple who has a special relationship that more than just a friend. It is because a friendship and ‘a special relationship’ between male and female have different rules and norms in most society. There are some norms that forbid a friend treats his or her friend like they have a ‘special’ relationship. However, the condition faced by Sam makes Laura hug him quite tight. This action is meant to show her attention to Sam’s safety like what she says in her response “I’m using my body heat to warm you. If we let the blood from your arms and legs rush back to your heart too quickly ... your heart could fail”. This positive response gives the clear
explanation in the unambiguous way since Laura can explain it by using scientific and logic explanation to Sam.

Hearing that positive response, Sam employs his second elicitation to ask further information to Laura by uttering a wh-question “Where do you learn that?” This second elicitation also has the same characteristics with the previous elicitation that is information seeking although in this second elicitation he uses a falling intonation as he just elicits information and does not feel surprise anymore.

Sam uses a positive politeness in delivering those elicitations to respect their close relationship. Sam does not elicit something that is too personal dealing with Laura’s action since they are in the boundary of the friendship norms. Thus, the norm of friendship does not allow him to elicit something romantically in purpose to Laura as if they have a special relationship that more than just a friend. Like what already stated above, it is a universal norm that a friendship and a special relationship have different rules even though both are intimate. These rules lead Sam and Laura not to include their special feeling in having the conversation. Even though, deep inside his heart Sam actually has a strong feeling to Laura, but it has not confessed yet. It is clear then, since Sam still hides his true feeling to Laura; hence, he should try to play his role only as a friend to her.

The relationship that they still share also influences how Laura gives responses. In that conversation, Laura tries to give the response base on the logic explanation. She tries to not make unambiguous response in uttering “Some of us were actually paying attention in health class”. This positive response contains
less unambiguous content as it still maintains the status-role on their relationship. From that explanation, it is clear then that the domain of friendship gives a big influence on the way Sam employs the elicitation and on the way Laura gives the responses. Even though, by seeing their gesture actually they already break some rules of a friendship relation.

Thus, the intimate relationship that they have and the informality of setting and situation make this conversation run in a less formal way. It then creates a good atmosphere for both.

**Description of the context**

Jack and Jason are on the way to the New York’s Public Library. The storm is already ended. However, everything around them is covered by snow. Therefore, it is difficult to know where their position right now. Fortunately, Jason has a good capability in using the navigation tool. Therefore, he can show Jack where their position is. Jack is a superordinate; meanwhile, Jason is his sub-ordinate in the NOAA. However, at that moment their relationship is more like a friend as Jason is actually not obligated to accompany Jack to find Sam. The only reason of Jason joining this dangerous mission is because of his solidarity feeling. Here, after a long journey, Jack who
does not know where the precise position of the public library is then delivers an elicitation to Jason.

Jack Hall : How much further is it to the library?
Jason Evans : It should be ... right here. I'm sorry, Jack.

The data interpretation

In the dialogue above, Jack employs an elicitation for information in form of wh-question. This type of elicitation functions to get the information from the addressee. Here, Jack employs the elicitation with the falling intonation. This falling intonation shows that he does not know the information and that Jason, as the addressee, knows the answer. Here, Jack employs his elicitation in a normal speech. Nevertheless, there is an affective meaning that is implicitly expressed in his elicitation because it shows that he really wants to know where he can find his son as soon as possible. Another reason of why he employs this elicitation to Jason is because Jason handles the navigation tool that can be used to show their position.

In delivering the elicitation, Jack uses a positive politeness since he does not only include Jason in his activity to find Sam but he also considers about their close relationship as a friend. It is clear then, that the domain of this conversation is friendship as they are also not in the work place. Thus, their relationship as a super ordinate and subordinates in the work place is not being accounted in the informal situation like this. It makes their intimacy even higher. Yet, they still play the same role. Jack is the one who has the idea to save Sam, his son. Meanwhile, Jason just accompanies him for the sake of solidarity. That is why Jack uses the direct form to deliver his elicitation, as he is still the chief of this mission.
Meanwhile, a pessimism atmosphere in this conversation also gives a big influence on the elicitation. Jack somehow cannot hide his worry when he realizes that everything in their surrounding is covered by snow. Meanwhile, Jason considers that the possibility to get Sam is also not really big. Therefore, both of them actually are worried that their mission to get Sam can fail.

Knowing that the public library is there, Jason gives a positive response to Jack by telling that it should be right there. He uses positive politeness in uttering “It should be ... right here. I'm sorry, Jack”. It is a positive politeness as Jason considers Jack’s feelings knowing that the snow buries the place that they want to reach.

Other data that have the same characteristics with the datum above are data number 48 and 59. Thus, that data have the same characteristics with the datum analyzed above as they belong to the same types of the elicitations, the same responses, the same speaker, the same social status and the role of the participants, and the same domain.

2. Elicit: confirm

This subclass consists of elicitation which invites the addressee to confirm the speaker’s assumption. Thus, the illocutionary intent of an elicit: confirm is to get the addressee to confirm that the speaker’s assumption is correct. This following analysis taken from The Day After Tomorrow may give a deeper understanding:

01/TDAT-1/E-CON/EMP/JACK

The description of the context
Jack and his staffs are in the Larsen B ice-self, Antarctica. They are working on Jack’s research. In this place, Jack is superior above all. Meanwhile his staffs, Frank and Jason, are his subordinates. However, Frank has more experience than Jason, as he is quite older than Jason. Consequently, Frank has a higher status than Jason. That is why Jason should obey both, Frank and Jack, since both are superior to him.

After giving Jason a duty to operate the drill, Frank enters the van and gives Jack the information of their position. Frank should report their position, as Jack is his boss. Since it is Frank who enters the van, it makes Jack realize that the one who operates the drill is Jason and not Frank. Dealing with this matter, Jack elicits a confirmation to Frank.

Frank Harris: We’re at 26 feet.

Jack Hall: You let Jason operate the drill?

Frank Harris: Yeah, he can handle it.

The data interpretation

After giving Jason a duty to operate the drill, Frank enters the van to report their position to Jack. Realizing this, Jack delivers his assumption to Frank by uttering a declarative question “You let Jason operate the drill?” From that utterance, it is clear that Jack delivers an elicitation for a confirmation to Frank. By using elicitation for a confirmation means that Jack already has an assumption in his head that Jason is the one who operates the drill and Frank lets him to do it.

Employing the elicitation, Jack uses a rising intonation to get Frank to confirm whether his assumption is correct. The rising intonation shows an indication that he is surprise that Frank lets Jason to do that job. Jack expresses his surprise, as he knows that Jason has not yet had much experience than Frank to operate the drill. Here, Jack exercises a serious manner in eliciting the confirmation because

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of his superiority to Frank. He has to do this, as he is their boss; hence, he has the authority to show his power to his subordinates. In a working area, he should do this in order to get the respect from his subordinates and make them realize who is the one who has the bigger responsibility in this research.

Since the elicitation deals with task-oriented activities, in this context the activity to operate the drill, Jack uses a bald on record strategy. He can use this strategy because of his superiority in the research. In task-oriented activities, the one who is superior can use bald on record strategy since it will not raise an insult to the addressee if the addressee is his subordinate.

Here, the domain of employment and the status of Frank, which is, lower than Jack, influence the response. In the domain of employment, there is a norm that a subordinate should give a positive response to his boss. Therefore, Frank provides a positive response by giving Jack a confirmation that his assumption is true.

In giving the response, Frank does not act formally as his relationship with Jack are close; even though, they have different status and role in this employment domain. The informality is due to their intimate relationship. In the domain of employment, it is possible that the boss and the subordinate act in an informal way; although,
they are in the area of work place. This also happens to Jack and
Frank since they have been working together for years. This explains
the informality of their manner without neglecting the given status and
role enacted in this employment domain. Another reason of the
informality is also due to the setting. At that moment they are working
in the field. Therefore, the atmosphere is less formal than in a work
office.

The description of the context

After attending the United Nations Conference on Global Warming,
Jack is trying to get a taxi outside of the UN Conference’s building in New
Delhi; when, suddenly, a man greets him and asks him to have a talk with
him about his theory. That man then introduces himself as Terry Rapson.
This name sounds familiar for Jack. Therefore Jack delivers an elicitation
dealing with his assumption to that man.

Both are the delegates of the UN Conference on Global Warming;
therefore, their statuses are equal. Due to their statuses as the delegates sent
to that conference, they have the same role that is to give their contribution
in handling the global warming problem faced by the world at that time.
Dealing with that matter, cooperation among them is really demanded.

Terry Rapson : I was wondering if I could talk to you about your theory
on abrupt climate shift. The name’s Rapson. Terry Rapson.
Jack Hall : Professor Rapson? Of the Hedland Center?
Terry Rapson : That’s me.
Jack Hall: I've read your work on ocean currents.
Terry Rapson: What do you say to a spot of tea?
Jack Hall: Absolutely. If we can hail a cab.
Terry Rapson: Over here.

The data interpretation

Knowing that the man in front of him is Terry Rapson, Jack tries to confirm his assumption whether he is really Professor Rapson from the Hedland Center or not by uttering a declarative question “Professor Rapson? Of the Hedland Center?” both with rising intonation. This kind of utterance belongs to elicitation for a confirmation as the content of these utterances indicate that Jack already has an assumption that the one in front of him might be Professor Rapson who works in the Hedland Center, Scotland. Here, Jack shows his surprise. Meanwhile, the rising intonation that he uses indicates that he believes that his expressed proposition is true. However, he still has a doubt about it, since he has not known Professor Rapson personally until that moment.

The way Jack delivers his elicitation also shows that he is in surprise. Thus, his surprise also contains a feeling of gladness as he can meet Professor Rapson face to face. Moreover, they have been attended the same meeting in the UN Conference on Global Warming before they meet in this coincidently occasion. This arise a hope for both Jack and Professor Rapson, that they can have a talk about this matter seriously as their job deal with how to keep the natural resources to stay in balance.

This conversation belongs to the employment domain as the topic of this conversation is about their right and duty dealing with their statuses as scientists. Here, even though their statuses are equal and they have the same role to give a concern dealing with the global warming, Jack tends to shows his respect more to
Professor Rapson as he is older than him. Moreover, he has known Professor Rapson from his work; this can be noticed after he says, “I've read your work on ocean currents”. Here, this utterance also indicates a respectful feeling toward Professor Rapson on what he has done. This respectful feeling creates a respectful manner and formality. Thus, this formality is because their relation at that moment is still distant.

Since both relations are distant, they tend to use negative politeness. This can be seen clearly when Professor Rapson says, “I was wondering if I could talk to you about your theory on abrupt climate shift”. This utterance indicates that Professor Rapson suggests a distance. In a conversation, a negative politeness strategy is used by someone who has a distant relationship to maintain the interlocutor’s negative face. Both choose to use this strategy in order to create a smooth conversation, as they still can be said as stranger to each other.

Hence, in order to make a smooth conversation, Professor Rapson gives a positive response to Jack with a smiling face. The positive response comes in a brief answer “That's me” which is intended to give a confirmation to Jack that his assumption is correct. This positive response occurs due to his objective to make a further conversation with Jack, as he also really concerns about the Global Warming problem that faced by the world at that time just like Jack does.

**The description of the context**

This is a phone conversation between Jack and Lucy. After attending the UN Conference on Global Warming in New Delhi, Jack finds a copy of Sam’s
school report. It makes Jack upset as Sam gets an F in calculus. Dealing with this matter, Jack calls home in order to confirm about this report to Lucy, his wife. Jack and Lucy are Sam’s parents; therefore, they should give an attention to Sam’s school achievement. Thus, both are having an equal responsibility in caring their only son. This is the reason why, Jack as Sam’s father makes a call to elicit a confirmation about the report to Lucy, Sam’s mother.

Dr. Lucy Hall : Hello?

Jack Hall : I just saw that Sam got an F in calculus.

Dr. Lucy Hall : I’m aware, Jack. I get a copy of his report card too.

The data interpretation

In the datum above, Jack employs an elicitation for a confirmation by uttering a declarative question “I just saw that Sam got an F in calculus” in a rising intonation. This utterance is an elicitation for a confirmation, as Jack does not intend to give information to Lucy. Using a rising intonation, Jack wants to emphasize his disbelief about that report. Jack always assumes that Sam is a smart student. It makes him so surprised knowing that Sam gets an F, that is why he employs his elicitation with a high tone. His pride and trust of his son’s ability make him not really believe about the report sent to him. That is why he tries to elicit a confirmation to Lucy about it.

Jack’s mood that fulfils by anger makes him deliver his elicitation in a firm way. He is so upset since he cannot believe that Sam can be fail in a class. Sam is his only son; hence, it is a normal thing that as a father, Jack, has a big hope on him. It can be understood if Jack then hopes that the report will be just a mistake.

However, Lucy gives a confirmation that that report is true by saying, “I’m aware, Jack. I get a copy of his report card too”. This is a positive response as Lucy is able to give the confirmation to Jack. Lucy is Sam’s mother; therefore, she has the same feeling about this
matter. Hence, Lucy also delivers her response in a firm way. It means that she also concerns and cares about this matter like Jack.

In employing the elicitation Jack uses a positive politeness. Even though he employs it in a firm way, which can reduce the politeness degree, yet his elicitation still contains a positive politeness. This positive politeness can be seen from the content of his utterance when he says, “I just saw that Sam got an F in calculus”. In this utterance, Jack also includes Lucy to ask his awareness about this matter. Hence, Lucy’s response also contains a positive politeness concerning their relation. In this sense, the use of positive politeness deals with their close and intimate relation as husband and wife. It is a universal norm that husband and wife should give a respect to each other by any means. It is clear then, that a positive politeness can also be done using a firm way in a family domain. However, it should be noticed that the content of the utterance should show the respect as a family is built by the respectful feeling and manner between the members.

Thus, this conversation runs less formally as it happens in a family domain. It is not necessary for Jack as the husband to speak and act formally to his wife, Lucy, or in vice versa Lucy to Jack in this domain. Furthermore, their statuses as husband and wife and also as
Sam’s parents show that they have an equal status. Therefore, they also have the same role in taking care of their son, Sam.

\[15/TDAT-1/E-CON/FAM/SAM\]

The description of the context

This conversation is the continuity of the conversation that has been analyzed in the datum 14 above. Therefore, it still involves the same participants who are Sam and Jack. Sam already explains to his father the wrong information taken by his father. Hence, there are mood shifting between the two. Jack as Sam’s father feels glad knowing his son does not make him disappointed. In vice versa, it is Sam’s turn to feel a little bit upset as his father formerly has said that he has made him disappointed. These mood shifts are normal, as both relations are close. Therefore, they have a role to give trust and appreciation to each other well. Thus, Sam, with his upset feeling, makes this conversation run uneasy for his father. Realizing this, Jack expresses his apology about his previous conclusions.

\[Sam Hall\]
\[Jack Hall\]

: He flunked me, remember?

: Oh, yeah, Sam, I'm sorry. I jumped to conclusions. I'm gonna call this guy and have a word with him. We'll straighten this whole string thing out.

: Don't worry about it.

The data interpretation
Sam who feels a little bit upset to his father then elicits a confirmation by uttering a tag question “He flunked me, remember?” This utterance is an elicitation for a confirmation as it is intended to elicit Jack’s confirmation. This type of elicitation is used by Sam; not only to invite Jack’s to confirm that Sam’s assumption in his expressed proposition is true, but also to remain him about the fact that Jack actually already knows that Sam’s teacher fails him. Delivering an elicitation for a confirmation using a tag question with a rising intonation, Sam wants to soften his elicitation, as the addressee is his father. Nevertheless, Sam also shows an upset expression.

The use of directness and non-formal language means that Sam employs a positive politeness. This strategy is employed by Sam as Sam and Jack have a close and intimate relationship that is as a son and father. Here, Sam is optimistic that his father still remembers that his teacher gives him a bad mark. It can be recognized from his elicitation “He flunked me, remember?” The word “remember” shows that Sam still considers his father positive face; even though, at that time Sam’s mood is not really good. Here, Sam’s bad mood has something to do with his father’s wrong conclusions to him before.

Jack, who realizes that he already hurts his son feeling by jumping to his own conclusions, gives a positive response by saying “Oh yeah”. A positive response means that Jack confirms that Sam’s assumption is right, as Jack already knows that Sam’s teacher fails his son in the calculus test by giving Sam an F in his final report. He also expresses his feeling of sorry by asking an apology to Sam. Jack does this because he realizes that he has made a mistake at that time.
that makes his son’s hurt. Since this conversation runs uneasy for Jack and Sam, the atmosphere in this conversation is not really pleasant for both.

Their status as a father and son makes them realize on each other’s feeling. The domain of family clearly influences the language choice and the way they deliver the utterances to each other. Since it is in a family domain, the intimate relation is shared among them. Therefore, this conversation runs less formally. Nevertheless, in carrying this conversation, Jack and Sam are in a serious manner as the topic of this conversation is a serious matter dealing with the private problem faced by Sam, Jack’s son at that time.

16/TDAT-1/E-CON/EDU/SAM

The description of the context

This conversation happens during the Scholastic Decathlon Competition in New York. The Scholastic Decathlon Competition is a scientific competition for a high school students’ degree. Jack, Laura and Brian join this competition as a team. Since they become the representation of their school, they should get the best point to win this competition and make their school proud of them. Because they join into one team, their status is equal. It means that they play the same role as school representations who should cooperate to be the winner of the competition. During the competition, Sam delivers an elicitation to Laura in order to help her to answer the question.

Scholastic Decathlon Referee: In 1532 Spanish conquistador Francisco Pizarro... defeated this Incan emperor at the Peruvian highland town of Cajamarca. What is his name?... Time.

Brian Parks: Montezuma.
Laura Chapman: No, no, Montezuma was in Mexico, not Peru. It’s, like, Anta-something.
Sam Hall: Atahualpa?
Laura Chapman: That’s it!
Scholastic Decathlon Referee: Time's up. Correct answers, please. That's five points for Woodmont and five points for Pinehurst Academy.

*The data interpretation*

In the datum above, it is clear that Sam employs an elicitation for a confirmation by uttering the word “*Antahualpa?*” with a rising intonation. Sam employs this elicitation in order to help Laura to answer the question from the referee. Laura at that time does not really remember about the correct answer; however, she can still remember a little dealing with the correct answer. It can be recognized from the way the respond. Brian when Brian provides a wrong answer to her by saying “*No, no. Montezuma was in Mexico not Peru. It's, like, Anta-something*”. Then, Sam provides an answer by uttering, “*Atahualpa?*” with a rising intonation. This short and direct question indicates that he tries to deliver his assumption that the correct answer might be “*Atahualpa*” to Laura. The use of a rising intonation used by Sam is to emphasize that this type of elicitation is a confirmation seeking. Thus, by delivering an elicitation for a confirmation means that Sam already knows the answer and he just need Laura’s confirmation about it. Here, his elicitation can be said as statement of opinion about the right answer of the referee’s question.

A solemn atmosphere occurring in this competition also gives an influence on the appearance of the elicitation. In such a situation where formality can be strongly felt by all of the members, the directness is preferred. Therefore, Sam delivers his elicitation in a direct way. He elicits a confirmation directly in order to make use of time efficiently because a quick and correct answer is needed to get the point. Their statuses, as friends and also as the members of the same team,
make Sam use a bald on record strategy. It is a bald on record strategy as Sam grants Laura’s request to provide the correct answer. This strategy can be done whenever the FTA degree is small. In such kind of situation, a bald on record is considered as a polite way as the FTA degree is small. Thus, the imposition can be small, as their status is equal. Here, Sam and Laura have the same role to win this competition since they are the representatives of their school. Hence, they should cooperate in providing the correct answer to reach the best point.

The domain of this conversation is education as the setting is in the Scholastic Decathlon Competition room. Nevertheless, the intimacy, that Sam and Laura have, makes them have a good understanding. Thus, why Laura give a positive response by providing a confirmation to Sam because the elicitation made by Sam is the correct answer by saying, “That’s it!” with a spirit and smile. That positive response accompanied by a positive gesture means that she is really glad to have the answer. That utterance also means that it fulfills the illocutionary intent of Sam’s elicitation that is to have the confirmation that his expressed proposition is true. Being successful in providing the correct answer with a good cooperation and understanding of each other status and role like what they have done makes them get a point in this competition.

The description of the context

This conversation takes place in the NOAA’s office. Jack and his staffs are allowed to use the priority access to the mainframe of the NOAA to build the forecast model to track the next events dealing
with the natural disaster that happens around the world at that time.

This forecast model is a paleoclimate model built based on Jack’s theory. In this project, Jack’s status is the boss. Therefore he has superiority above all; hence, he also has the role to lead this project.

Jack has been working for about twenty-four hours straight. He is the only one who has not taken a break yet. After Frank complaints about this, Jack tries to sleep for a while. He asks his staffs to call him when they get the results. After the results can be drawn, Jason and Janet call him to give him a report. Looking the report paper, Jack delivers an elicitation for a confirmation since the results of the report are unpleasant news. It makes him even more surprised when he gets the confirmation.

Jack Hall: Six to eight months? That can’t be.

Janet Tokada: That time scale isn't in months. It's in weeks.

The data interpretation

In the datum above Jack elicits a confirmation by uttering a declarative question “Six to eight months? That can’t be” to Jason and Janet. It is an elicitation for a confirmation as the way Jack uttering his elicitation shows a doubt and a surprise. Moreover, by saying, “Six to eight months? That can't be” with a rising intonation, it means that he has an assumption that the scale is in month, and also he thinks that the estimate is too fast.
Jack and his staffs have a close relationship. That is why he uses a positive politeness in delivering his elicitation. Here, Jack uses positive politeness, as there are less distance that he has with his staffs. This positive politeness is used in order to show the intimacy that he has with his staff. Although Jack is a boss, he is a person who does not really care about the social status; he is a workaholic who concerns about his job above everything. Therefore, he does not really like to show his superiority if it is not necessary to be shown.

However, instead of getting a positive response, which means a confirmation that his assumption is true, Jack gets a negative response. Here, the negative response from Janet is even more surprised him. The response "That time scale isn’t in months. It’s in week" breaks Jack’s assumption that the scale is not in month instead of in week. It is a bad news for the world. This news creates a horror in Jack, Jason and Janet’s faces. Jack and his staffs do a project to build a forecast model to track the next events dealing with the natural disaster faced by the world at that moment. The sooner the events, the sooner destruction will happen. Therefore, Jack is surprised knowing the results that his staffs report to him.

The employment domain and the emergency situation give an influence on the appearance of elicitation and its response. The participants of this conversation tend to use a direct language choice that creates a formality for them. Thus, the participants of this conversation tend to give an emphasis on the things they consider extremely important since it deals with the world and its future. Therefore, Jack and his staffs tend to have a serious manner that creates a solemn atmosphere in talking about their duty. They realize the duty that they have is extremely important, as they should deal with how to figure out the phenomena of natural disaster problems at that time in order to help the government and the people especially those who become the US’s citizen.
The description of the context

This is a phone conversation between Sam and Jack. Sam is still in Manhattan. Meanwhile, the natural disaster begins to threat the world. It makes Jack as his father worries about him. Jack is a paleoclimatologist who works for the US government; therefore, he is aware about the bad situation and condition faced by the world at that time. Knowing that Sam is still in the part of the north hemisphere where the threat of the natural disaster is even greater, Jack tries to ask Sam to go home as soon as possible. He does this due to his status and his affection feeling to Sam. Here, it can be seen that Jack status as a father makes him really aware of his son safety.

Jack Hall: Are you sure you can't get home any sooner than tomorrow?

Sam Hall: Well, looks, Dad. I would if I could, you know. It's just... This smell is unbearable, Dad.

Jack Hall: Stop kidding around! I want you home.

Sam Hall: Dad, I'll be on the train. Do me a favor. Just don't worry about me. I'll figure it out.

Jack Hall: All right, son. I'll see you tomorrow.

The data interpretation

In the datum above, Jack employs an elicitation for a confirmation seeking by uttering “Are you sure you can't get home any sooner than tomorrow?” to Sam.
Using a Yes-No question with the falling intonation, Jack tries to elicit the confirmation about when Sam will come back from Manhattan. Jack does this, as he really wants Sam to go home as soon as possible. His utterance implies that it is not only an elicitation for confirmation but it also shows his wants. Here, the use of falling intonation indicates that Jack is in doubt that Sam can go home soon like what he wants.

Jack employs his elicitation in a direct and an informal way. Hence, it means that he exercise a positive politeness. Positive politeness is used between those who know each other very well. It shows closeness and solidarity. The relationship between Jack and Sam is close and intimate as they are a father and son. Therefore, positive politeness is the most appropriate way in carrying this kind of conversation.

Here instead of giving a positive response, which indicates that he can confirm that he can go home soon, Sam gives disconfirmations as negative response. His disconfirmations can be recognized from his answer “Well, looks, Dad, I would if I could, you know. It’s just. … This smell is unbearable, Dad” This answer indicates that Sam cannot grant his father’s wish to go home soon. Here, Sam’s negative response occurs in a long sentence and contains the fillers. The answer “Well, looks’ or evasive answers ‘I would if I could, you know. It's just. … This smell is unbearable, Dad” indicates his reluctance to grant his father’s wish. This kind of response is dispreferred; therefore, it contains a FTA for Jack. Thus, it is normal if then Jack is a little bit angry to him. It can be recognized from his command “Stop kidding around! I want you home” spoken with a firm tone toward Sam.
It is clear then, that this conversation occurs in a family domain since it deals with what a father wish to his son concerning with his son’s safety. The negative response delivered by Sam makes the atmosphere of this conversation tends to be stiff and serious. Sam knows that his father worries about him since he persuades him to go home as soon as possible. Therefore, Sam tries to convince his father that he will be on the train, and he can figure it out. Here, their intimate relation as father and son can be felt strongly as they really concern about each other’s feeling and safety.

Since this conversation occurs in a family domain, the language choices used aren’t too informal. Thus, the informality of the language choice also reflects that both have a close and intimate relationship as their relation is a father and son. Having a close and intimate relationship, they run this conversation in informal way.

41/TDAT-2/E-CON/FRI/JACK and 42/TDAT-2/E-CON/FRI/JACK

The description of the context

After explaining the forecast model results to the administration directly to the president, Jack is going out to Manhattan to save Sam. While, he puts the necessary tools to help this mission, Frank approaches him showing his intent to join Jack’s mission. Thus, this is just a private mission as it is just an effort of a father in order to save his only son. Therefore, Jack not asks his staff to accompany or help him. Thus, Frank’s initiative to join this mission makes Jack feel glad. Meanwhile, Jason also shows the same initiation, like Frank, he wants to join Jack’s mission and accompany him. Thus, these status is equal now as the purpose of this mission actually because of Jack’s status as Sam’s father who has the role to save his son when a problem faced by him. Here, Frank and Jason have the status as Jack’s friend. All of them realize that as friend they have a role to help their friend dealing with his problem. In this conversation Jack employs two elicitations. First, it is delivered to Frank and the second elicitation is delivered to Jason.

Frank Harris : I got it.
Jack Hall : You’re supposed to be on a bus heading south.
Frank Harris: I've been watching your back for 20 years. You think I'd let you go alone?
Jack Hall: And all these years I thought I was watching your back.
Frank Harris: Where are the keys?
Jack Hall: In the truck. Where do you think you're going?
Jason Evans: Neither one of you can navigate worth a damn. Without me, you'll end up in Cleveland.

The data interpretation
Looking Frank helps him put the tools to the van; Jack has an assumption that Frank will accompany him in his private mission. Therefore, he says, “You're supposed to be on a bus heading south” to confirm this assumption implicitly to Frank. Here, Jack’s intent is to elicit a confirmation whether Frank is really sure that he wants to accompany Jack while he is supposed to be on a bus heading south to have an evacuation like the other. Here, Jack’s utterance is not an elicitation for a confirmation; even though, he uses a declarative form to deliver his elicitation to Frank. Thus, this utterance is not information instead of an elicitation for a confirmation as Jack employs his elicitation with falling intonation. It indicates that Jack’s utterance functions as a confirmation seeking to Frank.

By uttering “You're supposed to be on a bus heading south”, Jack exercises a positive politeness as he has a close relationship with Frank. Those utterances can be categorized as positive politeness since it is used to show Jack’s awareness of Frank’s positive face. Here, Frank’s desire to be approved in Jack’s mission in order to show his solidarity also becomes the reason why Jack delivers this elicitation in a falling tone with a smile of gladness.

Realizing the meaning behind Jack’s utterance, Frank gives a negative response to show his good intention in joining Jack’s high-risk mission and to emphasize that he is really sure about it. The negative response “I've been
watching your back for 20 years. You think I'd let you go alone?” is meant to emphasize his motivation in helping Jack. Frank’s response is a negative one, as it does not fulfill the illocutionary intent of Jack’s elicitation for a confirmation since Frank does not confirm that what Jack has assumed implicitly in his elicitation is correct.

The status of Jack that is superior and Frank is subordinate, in this employment domain, then gives an influence on their manner. Jack unconsciously acquires more power; furthermore, this mission is his idea and plan. Therefore, he still becomes the leader of this mission. He has a role to lead this mission into success. However, the domain shifts from employment domain to friendship domain. Thus, it more or less influences the way Jack and Frank having a conversation as it creates an informal atmosphere. A joke delivered by Jack “And all these years I thought I was watching your back” shows the intimation between Jack and Frank. This kind of intimation usually can be found in a friendship domain. Hence, the solidarity feeling shown by Frank makes their relation even closer. This solidarity feeling also means that now Frank is playing a role as a good friend for Jack.

Like Frank who wants to show his solidarity to Jack, Jason also does the same thing by putting his own tools to the van indicating that he wants to join the mission. Here, Jack is a little bit surprised, that is why he delivered a wh-question “Where do you think you’re going?” to Jason. This utterance is categorized as an elicitation for a confirmation of what Jason actually does. This is not an elicitation for information as Jason non-verbal action clearly shows that he also wants to accompany Jack.
Jack employs an elicitation for a confirmation, as he does not think that Jason will accompany him. Jack and Frank have been working together for a long time; meanwhile, Jason has only had to endure two years of servitude. That is why Jack shows his surprise by employing the elicitation “Where do you think you're going?” to Jason. Here, the use of a rising intonation indicates Jack’s surprise. Jack implicitly elicits a confirmation of an assumption whether Jason really sure to join the mission. Thus, their status as friends influences the appearance of the elicitation. Jack knows that this is a high-risk mission; therefore, he does not ask Jason to join this mission. In his elicitation, Jack’s implicitly elicits Jason to confirm whether he is sure to join the mission in a surprise. In a friendship domain, a friend has a role not to endanger his friend’s life. That is what Jack does to Frank and Jason. However, they, as friends, also have a role to help Jack, especially when he needs them the most.

The friendship domain influences much on the response given by Jason as he gives a positive response. Jason then utters his response in an informal way “Neither one of you can navigate worth a damn. Without me, you'll end up in Cleveland” to Jack. This response is a positive response as it fulfills the illocutionary intent of Jack in his elicitation which means Jason is able and willing to confirm that Jack implicit assumption is true. This response contains a positive politeness, as it is used to show his solidarity to Jack by making a joke in his response. The intimacy that Jack, Frank and Jason have clearly affects on the appearance of the elicitation and the responses. Here, this conversation occurs in a less formal atmosphere; as the domain of this conversation is a friendship.
The data number 49 and 51 have the same characteristics as the datum number 42. Thus, that datum have the same characteristics with the datum analyzed above as they belong to the same types of the elicitations, the same responses, the same speaker, the same social status and the role of the participants, and the same domain.

50/TDAT-2/E-CON/FRI/SAM

The description of the context

This conversation takes place in the New York’s public library. The participants involved in this conversation are Sam and Laura. Due to the bad condition they face; they share a private conversation to create a better atmosphere. Because many things already happen to them, their relationship now becomes closer.

Sam and Laura are friends. Thus, they have a close relationship. However, Sam actually has a special feeling to Laura than just a feeling of an ordinary friend. Laura considers this matter by guessing Sam’s attitudes and behaviors. Hence, she knows that Sam loves him as a woman instead of just as a friend. She is aware of this fact as Sam is willing to save her life from the threat of the flood when other people just considered about their own life because at that time their life were also threatened by the flood. While both take a shelter with other friends, Sam gives Laura a non-verbal signal, which tells her
that she means special for him. However, Sam has not confessed his feeling to Laura yet, as he tries to find the right time. Knowing this, Laura treats him differently than other friends, as she actually also loves him. She shows this by accompanying Sam when he calls his father that makes him almost drown. Thus, Laura shows her attention by making Sam get warm at that time.

In this moment, their status is still just as a friend. Nevertheless, this private conversation runs in intimacy. Here, Laura wants to cheer Sam by talking about Sam’s favorite vacation. In this conversation an elicitation is occurred and delivered by Sam to tease her.

Laura Chapman: I’ve got one. Your favorite vacation.
Sam Hall: Besides this one?
Laura Chapman: (Laura shares a look with recognition in her eyes and smile)
Sam Hall: All right. I went to Greenland with my dad on one of his research trips a few years ago... and the ship broke down, and we got stuck. And it rained constantly.
Laura Chapman: That sounds really boring.
Sam Hall: But actually really nice, you know? Just me and my dad hanging out for 10 days.

H. The data interpretation

Laura wants to create a better atmosphere in the bad condition faced by them as the storm will happen and hit New York soon. Meanwhile, their chance to survive depends only on God’s fate to them. In this conversation, Laura tries to make a better atmosphere by talking about Sam’s favorite vacation as the topic. Laura enters into her intent topic by uttering a declarative question “I’ve got one. Your favorite vacation” delivered lightheartedly to Sam. In responding to this
topic, Sam tries to tease Laura by delivering an elicitation, which seems like a joke by uttering a declarative question “Besides this one?” with a falling intonation to her. Sam’s utterance can be categorized as an elicitation for a confirmation since he elicits for a confirmation about his assumption whether it is right that what Laura meant is the vacation besides their occasion at that moment. Sam delivers his elicitation in a teasing manner, as what he means in his elicitation is also to cheer Laura up. The falling intonation is used to put the answer on record and to create a joke effect on the elicitation.

Thus, the informality, which is built in this friendship domain influences their language choice and creates directness in their utterances. Hence, Sam uses a positive politeness strategy as the relationship between him and Laura is close. The indication of the application of positive politeness can be detected from the content of the elicitation used by Sam that contains a joke. This politeness strategy is appropriate to use between them, as they know each other well. This strategy also leads to achieve solidarity through informal language use that creates an intimacy between them.

The equal status between Sam and Laura and their status as a friend make them aware of each other’s feeling. Therefore, in responding to the elicitation containing tease content, Laura just gives a non-verbal action by looking at Sam with recognition in her eyes and smiling which has a verbal meaning “yes”. These responses are positive responses as it gives a confirmation that Sam’s assumption is correct. Even though, here, Laura also knows that Sam also has intent to tease her by delivering an elicitation. Laura uses a non-verbal response; since, she knows that it is better for her not to answer it verbally. A verbal answer like “yes”
will seem so awkward as they actually are taking a shelter from the storm instead of having a vacation. Therefore, what is done by Laura quite fits with what Sam wants from his elicitation as Sam’s intent in his elicitation is not just merely to elicit the confirmation but also to give a joke effect to Laura in order to cheer her up. Thus, the non-verbal response given by Laura means a successful achievement for Sam in delivering his elicitation.

52/TDAT-2/E-CON/FRI/SAM

The description of the context

This conversation occurs in the New York’s Public Library at night. Almost everyone who takes shelter in this library already sleep, except Sam who burns the books to make the room keep warm. While burning the books, Sam notices that Laura coughs and seems unhealthy. Therefore, he approaches her to elicit about his condition. Sam and Laura are friends; it becomes his duty to give attention to her; moreover, Laura does not only have a meaning as a friend but she also has a special meaning for him.

Laura Chapman : Hey
Sam Hall : Hey, are you all right? You look like you have a fever or something.
Laura Chapman : I’m fine. I just can’t sleep. My mind keeps going over all those worthless decathlon facts. It’s pretty stupid, huh?

The data interpretation

Hearing Laura coughs, Sam notices that Laura’s condition is not so well. Therefore he approaches her to elicit a confirmation of her condition by uttering a yes-no question followed by a declarative one “Hey, are you all right? You look like you have a fever or something”. Here, Sam employs an elicitation for a
confirmation with a rising intonation in the main clause and a falling intonation in the sub clause. Though they have different intonations, but both serve the same function. They function to seek a confirmation whether Laura is all right or not since she looks really unhealthy. Here, the rising intonation are used to emphasize the main purpose of the elicitation, meanwhile the falling intonation show Sam’s assumption that Laura seems unwell. Here, Sam is doubtful whether his expressed proposition is true since he is not a doctor. Hence, he cannot directly give an assessment that Laura is really sick.

Due to his status as Laura’s friend, Sam has a duty to care about her. Moreover, Sam has a special feeling to Laura. Therefore, a special attention is given to Laura as a signal that she means special for him. Sam and Laura are friends; hence, they have an equal status and intimate relation. Giving Laura a special attention means he should use a positive politeness to show his respect. Here, by using a positive politeness, Sam wants to show his solidarity through an informal language choice and a friendly manner.

A solemn atmosphere appears in this conversation, as Laura seems so serious with her utterance. Here, Laura gives a negative response by uttering “I’m fine. I just can’t sleep”. Giving a negative response, she actually avoids to tell the truth to Sam. The next sentences “My mind keeps going over all those worthless decathlon facts. It’s pretty stupid, huh?” shows her avoiding in telling the real fact that she is actually sick. Using that words, Laura is successful to hide her true condition to Sam, as Sam believes that she is all right since she looks so serious with her words.

Talking about a serious thing, both shows their sincerity through their words. The friendship domain and their intimate relation makes this conversation
looks sincere; even though, Laura in one side does not tell the truth about her real condition in order to make Sam not worry about her condition too much. She does this because she realizes that they are already in uncomfortable condition and situation. Besides, she does not want Sam to worry about her too much. Since there are many affective functions occurred in this conversation; their intimacy is getting higher.

57/TDAT-2/E-CON/FRI/SAM

The description of the context

This conversation occurs in the ship that stops near the New York’s Public Library. Sam, Brian and J.D. are trying to find medicines for Laura in that ship. They are successful in reaching their goal, as they can find the medicine that Laura needs. Besides that, Sam and J.D. also find the food that they need in order to keep survive in that ship. While Sam and J.D. collect the food, they hear a very noisy sound coming from Brian’s place. It arouses an elicitation for a confirmation from Sam to Brian, as they are not in a safe place. Sam, Brian and J.D. are friends. Thus, it becomes their right and duty to pay attention in each other’s safety and security. This kind of responsibility that shows solidarity is already proven, as they are willing to approach the dangerous condition outside the library to find the medicine which is really needed by Laura at that moment.

Brian Parks : Hey, wait. This is the mess hall. We should find some food.
Sam Hall : We don’t have time.
J.D. : Listen, none of us are gonna survive much longer without food. Including Laura.
Sam Hall : Okay.
J.D. : Sam, over here.

Sam Hall : What?
J.D. : Bingo.
Sam Hall: Brian?
Brian Parks: I'm okay.

The data interpretation

Sam and J.D. are busy in collecting the food for their supply. Then a noisy sound comes from Brian’s place. Hearing such noise, Sam elicits a direct elicitation to confirm Brian’s condition. Since it sounds strange, Sam employs his elicitation in a rising intonation indicating his awareness of unexpected thing happens to Brian. Crying out Brian names with the awareness expression in his tone means that he wants to know whether Brian is all right.

Because they are close, they can share an understanding on what Sam’s intent in his short utterance “Brian?” as an indication to get a confirmation. Thus, the participants in this conversation tend to exercise informality that influence on their language choice also. Here, the informality of this conversation is because they are in the friendship domain. In a friendship domain, when the participants usually have an intimacy, a less formal language is preferred.

The situation that they face at that moment where they must be back to the library in a hurry, since the storm nearly hits their place, makes Sam use a bald on record strategy. Thus, even though this strategy does not attempt to minimize the threat to the hearer’s face but it is appropriate, as it is utilized by Sam who know his addressee very well. Here, this elicitation comes up as the reaction of an emergency signal that might come from Brian’s place. The tension of the emergency situation that they face at that time then also creates a strained atmosphere here. Moreover, all of them do not know the situation inside the ship while the storm will hit their place soon. It makes them aware about anything that might threat them. Therefore, they prefer to express their utterance in a direct way by using bald on record strategy.
Brian who knows that Sam elicits the confirmation about his condition gives positive response telling him that he is okay, as the noisy sound is only coming from an elastic boat that suddenly opens when Brian opens up the cupboard. Here, since they are close friends who really concern about each other’s safety, they share an understanding of each other’s language choice and its intent meaning. It is clear then, in a close and intimate relationship like what Sam and Brian share, the directness becomes the reflection of a good relationship that they have.

3. Elicit: agree

This subclass consists of elicitation intended to invite the addressee to agree with the speaker’s assumption that the expressed-proposition is self-evidently true. The illocutionary intent of an elicit: agree is to get the addressee to agree with the speaker’s assumption that the expressed-proposition is self-evidently true. This following analysis taken from The Day After Tomorrow may help to understand more:

02/TDAT/4/AGR/EMP/JAC

The description of the context
This conversation is closely related to the datum number 03 as this conversation precedes the conversation in the datum number 03. Hence, this conversation still involves the same participants and takes the same setting. The participants involved in this conversation are Jack and Professor Terry Rapson, while the setting is in outside of the place where United Nations on Global Warming Conference takes place, which is in one of New Delhi’s road. Jack and Professor Rapson are strangers; however, from the content of Professor Rapsons’ utterances it can be recognized that both of them are the delegates of the UN of Global Warming. Therefore, both of them have the same status and the same role. Becoming the UN of Global Warming delegates, they should give their contribution and concern dealing with the Global Warming problems faced by the world at that time.

In this conversation Professor Rapson gives a compliment toward what Jack has done. After receiving the compliment, Jack delivers an elicitation which also contains his own opinion about what they should do dealing with their attendance in the UN of Global Warming Conference.

Terry Rapson : I enjoyed your testimony, professor. It was very spirited.
Jack Hall : Oh, thank you. That’s what we’re here for, right? Put on a good show?
Terry Rapson : Quite.

The data interpretation

What Jack has been said in his tag question followed with a declarative question “That’s what we’re here for, right? Put on a good show?” are considered as an elicitation for an agreement as it contains Jack’s assumption that the expressed proposition is self-evidently true. A falling intonation is used to indicate
that Jack’s proposition is really intended to seek an agreement to his addressee. Here, he employs his elicitation using a tag and declarative question with a falling intonation to refer his elicitation as an elicitation for an agreement.

Since both are still strangers, Jack uses a negative politeness to respect the negative face of the addressee. From his elicitation, it can be recognized that the negative politeness is done by stating the purpose of the UN Global Warming Conference toward all of the delegates. Besides, the social distance between them makes them aware of each other’s negative face. Therefore, if they want to do the FTA on record with redressive action, they should use a negative politeness strategy. What has said by Jack indicates a redressive action meaning that his assumption or opinion is in the same respect with his addressee.

The use of a negative politeness means Jack suggests formality; moreover, Jack has not known the one he speaks to personally before this occasion. Meanwhile, the relation of Jack and Professor Rapson at this time is still distant. Here, they exercise formality to show their respect to each other. However, in making an interaction, Jack looks more relax than Professor Rapson. This is because Jack is not a kind of person who likes to act too formally. Thus since Jack and Professor Rapson discuss about the thing related to their attendance in the conference, which means that they have the same interest; hence, they make this conversation run friendly.

In addition, here, Jack’s elicitation also contains dissatisfaction feeling toward the UN’s Global Warming Conference. It can be seen from his non-verbal action, which shows reluctance in his face. In the Global Warming Conference, Jack already gives a presentation and a warning about the danger of global warming as it can melt the polar ice caps and disturb the flow of the North Atlantic current that can make the world lose its balance. However, this warning is neglected by the US vice president, as he also becomes one of the UN Global Warming delegates. Here, the US’ vice president prefers to give more concern toward the world’s economy instead of the world’s climate condition. It makes Jack a little bit disappointed toward the conference. Thus, this matter influences the appearance of his elicitation.

Nevertheless, Jack can get a positive response about his assumption as the addressee utters “Quite” which shows an agreement toward his assumption that...
his expressed proposition is true. Here, Professor Rapson does this in order to make a smooth conversation with Jack. His agreement also indicates that Professor Rapson tries to maintain the conversation in order to have a longer conversation with Jack.

By analyzing the topic that they discuss, it can be said that this conversation belongs to the employment domain as the topic of this conversation deals with the conference; even though, at that moment they are not in the UN Global Warming Conference anymore. Thus, they are still in the atmosphere of the conference as the setting is in one of the New Delhi’s roads outside the conference building.

05/TDAT-1/E-AGR/FAM/JACK

The description of the context

This conversation occurs as the continuity of the conversation that has been analyzed in the datum number 04. Therefore it still involves the same participants that are Jack and Lucy. Through the phone, Jack is still in an angry mood. Jack who trusts Sam, his son, as a very smart student somehow still cannot believe that Sam can fail in his test. Thus, this conversation occurs as Jack and Lucy’s is Sam’s parents. Therefore, they give a big attention dealing with Sam’s school achievement. Hence, this conversation still deals about what Jack thinks and feels about his son.

Jack Hall: Sam is a straight-A student. He doesn't fail classes.
Dr. Lucy Hall: I don't have time to talk about this now.

The data interpretation
In the datum above it is clear that Jack employs an elicitation for seeking an agreement. It is so, as Jack invites Lucy to agree with his assumption that his expressed-proposition is self-evidently true by uttering “Sam is a straight-A student. He doesn't fail classes” and using a rising intonation in the first utterance and a falling intonation in the next utterance both in a declarative form. Thus, the use of rising intonation is meant to emphasize his opinion toward Sam. Meanwhile the use of a falling intonation is intended to elicit an agreement to Lucy. Here in the first utterance Jack shows his opinion about his son. Meanwhile, in the next utterance he expresses the disagreement of the report that has been sent to him telling that Sam fails in the calculus class. From Jack’s statement, it can be recognized that Jack is actually quite sure about his son’s ability. It becomes the reason of the occurring of the elicitation.

Thus, Jack employs a positive politeness in his elicitation. Jack gives a reason before he elicits an agreement for Lucy by saying, “Sam is a straight-A student”. This utterance indicates a positive politeness since it is used to convey cooperation between him and Lucy to achieve an agreement that can be recognized in his later utterance “He doesn't fail classes”. Moreover, their intimate relation
as husband and wife makes them exercise a positive politeness to each other to show their appreciation.

However, instead of giving a positive response, which means that she agrees with Jack assumption, Lucy employs a temporization as her response toward his husband’s elicitation. A temporization is a dispreferred response. Saying, “I don't have time to talk about this now” means she makes a postponing the decision-making to talk about the agreement that their son Sam is too smart to fail in classes. This response comes, as Jack’s mood in delivering his elicitation is not good. Moreover, the topic that they discuss is something that already makes them feel unpleasant. It makes Lucy avoid discussing this matter. Giving a response in a temporization also means that Lucy uses a FTA as it threatens Jack’s face that might insult and hurt his feeling. Though that response contains the FTA, Lucy is really meant with her utterance. She does this to show her reluctance to talk about the problem faced by Sam at that moment. What has been said by Lucy makes this conversation run badly. It creates a debate atmosphere between them.

Jack and Lucy are Sam’s parents. Hence, their status is equal. Having the equal status, Jack utters his intention in a direct way and in non-formal manner. It is not necessary to him to exercise indirectness
since he talks to his wife, so the efficiency of the words that he utters is preferred that a longer ones. Since this conversation occurs between husband and wife and the topic is about their son’s problem, it can be concluded that this conversation happens in a family domain. Thus, there is no need to exercise a formality in carrying such kind of conversation since it would create an awkward atmosphere among them. Looking at the topic, setting and the participants, here informality is preferred, as it is the appropriate way in carrying a husband and wife conversation in discussing about their family problems.

08/TDAT-1/E-AGR/FAM/SAM

The description of the context

This conversation precedes the conversations on the data number 09, 10, 11, 12, 13, 14 and 15. On the way to airport, Jack expresses his disappointment toward Sam’s achievement in his calculus class. At that moment, Jack is in a bad mood as he feels really disappointed about the report sent to him telling that Sam gets an F in calculus which means his son fails on that class. Here, Sam tries to give his father an explanation. He is aware that his father does not know the truth. Sam also tries to make his father understand the real reason of his failure. Sam does this because he knows that his father always wishes him to be the best.

Jack Hall: [on Sam failing calculus] I'm not angry. I'm just disappointed.
Sam Hall : Do you wanna hear my side of it?
Jack Hall : Sam, how can there be two sides?

The data interpretation

Sam knows that his father will react negatively after knowing that his son fails in a class. Therefore, he tries to make his father know the real reason why he gets an F in the calculus class. Sam employs an elicitation to make his father listen about the problem from his side by uttering a yes-no question “Do you wanna hear my side of it?” Sam uses a rising intonation in his elicitation to offer a turn taking to his father to agree with him to listen to his explanation. Thus, Sam employs an elicitation to get an agreement to his father in order to make him know the problem from his side. Meanwhile, from the way he utters this utterance, it seems that he wants to show that he is certain of his utterance. Here, Sam already has a proposition that his father really wants his explanations. This becomes the reason of the occurrence of Sam’s elicitation to his father, as Sam is aware of what his father wants from him.

This conversation occurs in a family domain since the topic has something to do with family problem. As Sam gets an F, Jack, as his father, feels disappointed about it. This reflects that Jack really cares about his son, although Sam already becomes a high school student. In the West, a high school student usually does not get the attention like what Sam gets from his father. Hence, his father’s reaction shows his affection feeling to Sam.

The relationship between Jack and Sam is quite intimate. Therefore, in delivering his elicitation Sam employs a positive politeness. By using the positive politeness strategy Sam means to put his respect on his father’s positive face. Their close relationship makes Sam easy deliver his utterance in a direct way by
assuming an agreement that his father wants to listen to his argument about the problem from his side.

Here, the conversation runs seriously for both. Realizing that his father is disappointed to him without knowing the truth first, Sam tries to explain the problem with the light mood in order to make his father listen to his argument. Meanwhile, the bad mood that can be seen from Jack’s face creates a solemn atmosphere here. Jack’s position, which is superior to Sam as Jack is a father and Sam is a son, gives a big influence on the way this conversation runs for both. Since Jack is not in the good mood, it is Sam’s duty to make his father feel better by showing a light expression in order to create a smooth conversation between them.

Thus, Sam is successful in achieving his goal of his elicitation as his father delivers his answer, which implies an agreement to Sam by uttering, “Sam, how can there be two sides?” Here, Jack implies that he agrees to hear the explanation about the problem from Sam’s side. It means that Jack gives Sam a positive response as it fulfills the illocutionary intent of Sam’s elicitation to have an agreement from his father. However, although Jack agrees to hear the explanation from Sam, he still looks angry. It can be recognized from his face during this conversation.

The intimate relation that they have makes this conversation tend to be less formal. Therefore, both, Jack and Sam tend to make a direct utterance. Here, they also share an informal manner, as they are not in the formal situation. Thus, it is clear then that their close and intimate relationship influence their language choice and their way of conveying the conversation.
The description of the context

*This conversation is closely related to the datum above. After knowing the truth that it is because the teacher wrong assessment toward Sam, Jack delivers an elicitation dealing with it in an angry manner. In this stage, Jack's mood is shifting as his point of view is also shifting. His former feeling that is disappointed turns into an anger, which creates his bad mood. However, this time it is Sam’s teacher who makes Jack’s mood becomes bad and not Sam. Thus, Sam’s mood is also shifting, as he becomes upset because of his father’s previous judgment to him.*

**Jack Hall**: Well that’s ridiculous! **How can he fail you for being smarter than he is?**

**Sam Hall**: That’s what I said.

The data interpretation

Jack is angry to Sam’s teacher, after knowing that Sam’s teacher makes his son fail in a calculus class just because he does not write out the solutions as for Sam he can do that in his head, the thing that his teacher cannot even do. His anger can be recognized from his mocking expression in uttering “*Well that’s ridiculous!*” which dedicates to Sam’s teacher. Here, he also employs an elicitation for a confirmation in the form of wh-question by uttering “*How can he fail you for being smarter than he is?*” with a falling intonation. This elicitation is used to get Sam to confirm that what has been said by
Jack is self-evidently true. Jack uses a falling intonation to put the answer on record meaning that he expects Sam to give him a confirmation that his expressed proposition in his elicitation is a true assumption. Thus, Jack also shows his agitated feeling because of what Sam has explained to him.

The intimate relationship that they have gives a big influence on their language choice and on the way they deliver their utterances. It is clear then that Jack and Sam use a positive politeness strategy. They use this strategy as they want to show their solidarity to each other. Thus, since their relationship is close they tend to use a direct and informal language in carrying this conversation. Consequently, here they also tend to exercise an informal manner during the conversation.

What has been said by Jack in his elicitation shows that Jack believes his son’s argument more than the report. It reflects the trust that a father and son have is pretty tight. This makes Sam give a positive response to Jack. The word “That’s what I said” implies that Sam confirms that Jack’s assumption in his expressed proposition is true. However, Sam’s mood, which is shifting from light into an upset, makes this conversation runs more seriously than before. It affects the atmosphere to become more solemn for both. It is clear then; that the
The description of the context

In the middle of phone conversation Sam cuts his call, as the situation cannot allow him to continue his conversation because the place is flooding. He does not only get into trouble to finish his phone call but also drown under water. It creates a very noisy sound that makes his parents as the receivers feel so much worry.

Here, Lucy as Sam’s mother cannot hide her worry and becomes panic. Lucy is a wife and a mother; therefore, it is understood if then she cries. Lucy is so upset knowing that his son is not in a protective custody place at that time. Then Jack who is aware of his wife’s feeling tries to make her wife feel calm down although he is actually as upset as Lucy to know that Sam’s life is threaten by the danger of the natural disaster that threat the North Hemisphere where Sam’s is.

Dr. Lucy Hall : Sam? Oh tell me he’s gonna be okay...
Jack Hall : He’s gonna be all right. He’s gonna be all right, do you understand me?

(Jack hugs Lucy to make her calm down)

Dr. Lucy Hall : (Crying)
I. The data interpretation

Suddenly, the phone call from Sam is cut by flood. Meanwhile, Jack and Lucy do not know exactly what happen to Sam at that time. They just hear a very noisy sound coming from Sam’s side before the call is cut. This makes Lucy turn into panic and then she cries. Like every women in this world, who needs at least a word to make her feel calm down when something bad happen to her or to someone that she loves very much, Lucy asks Jack to make her feel better. Lucy does this by uttering, “Oh tell me he's gonna be okay...” while crying. Jack, who is aware of her wife feeling, tries to make her calm down and convince her that Sam will be all right. He also employ an elicitation for an agreement from Lucy by uttering a yes-no question “He's gonna be all right, do you understand me?” ended with a falling intonation. Here, Jack uses a falling intonation to get a positive response from Lucy, which means that she is agree with Jack’s assumption that Sam will be all right. Here, Jack employs his utterances “He's gonna be all right” in a firm way to ensure that Lucy will agree with him that Sam will be all right.

The equal and the intimate relationship that they have make them exercise a positive politeness strategy in carrying this conversation. This strategy used by Jack to presuppose Lucy’s feeling who needs optimistic words to make her calm down. Jack also shows his politeness by hugging Lucy pretty tight to stop Lucy from crying. This non-verbal action is the most appropriate way to make Lucy calm down, as the relation of Jack and Lucy is a husband and a wife. Thus, this action can be called as a husband instinct since he has a responsibility to his wife to make her calm down whenever she needs him the most.

In this kind of situation Lucy chooses to give a non-verbal action by embracing his husband. This non-verbal action can be said as a positive response as it indicates that Lucy agrees with his husband that his expressed-proposition is true. It means that she agrees that Sam will be just all right. The absent of the
verbal response here is because at that time Lucy is still upset as her emotion is still unstable. Thus, the absence of non-verbal action can be understood as Lucy is still crying.

This conversation is also influenced a lot by the family domain and the gloomy atmosphere during the conversation. The family domain makes Jack and Lucy tend to use a non-formal language and a direct statement. This is because their close relationship that makes them needs not to exercise a formality although at that time the setting of this conversation is in Jack’s office.

People who still stay in the New York’s Public Library are Sam, Laura, Brian, J.D., Judith, Elsa, Jeremy, Jama, Jama’s daughter; Luther and his dog named Buddha. They still take a shelter in the library, as they trust what Sam has said. Sam asks them to stay in the library as his father, who is a paleoclimatologist and works for the government, asks him to stay inside while Jack also suggests them to burn everything that they can find to keep warm. Meanwhile they should also try to wait it out. Besides, Jack has also promised to come for Sam and save him.

Because they stay in the library, they need to find the safest place in order to keep them warm. Here, Judith who is the librarian
officer shows a place that can be used. Judith then shows the fireplace in the public library, which has not been used during a long period to Sam and others. Seeing the fireplace, Sam collects the books and puts it into the fireplace indicating that he wants to burn the books. It arouses two elicitations, which occurs in the conversation between Sam and Judith as they have a different point of view about the idea of burning the books.

Judith is a librarian; therefore, she has a duty to keep everything in the library especially the books. In vice versa, Sam wants to burn the books. Doing this, Sam actually just tries to figure out on how to make him and his friends survive while waiting for his father to save them. Thus, he has a responsibility and a duty for himself, as he is already being advised by his father to keep himself in a safe condition. Meanwhile, he also has a responsibility and a duty to help his friends to survive, as he is the one who asks them to stay in the library and forbids them to go outside to hide into the South, as the storm will endanger their life.

Judith: Here it is. This fireplace probably hasn't been used in about 100 years.
Sam Hall: All right.
Judith: What are you doing?
Sam Hall: What did you think we would burn?
Judith: You can't burn books.
Jeremy: No, absolutely not.
Sam Hall : You want to freeze to death?
Judith : (Looking at Sam with anxiety)
Elsa : I'll go get some more.
Brian Parks : I'll help you.
Jeremy : I'm going with them.

The data interpretation

Based on the conversation above, it is clear that Sam employs two elicitation for an agreement to Judith. Sam uses those elicitation to get the agreement from Judith to let him burn the books. Looking on the non-verbal action that Sam does on collecting the books and putting the books into the fireplace, Judith can easily realize that Sam wants to burn the books. Due to her status as the librarian officer, she questions what Sam tries to do by uttering, “What are you doing?” Here, Judith expresses her surprise indicating her disagreement toward Sam’s action.

Sam who realizes the intent of Judith’s question delivers his first elicitation to elicit Judith’s agreement by uttering a wh-question “What did you think we would burn?” with falling intonation. He employs it in a firm way to emphasize that his expressed proposition is self-evidently true and is not wrong at all. His idea to burn the books is because they are in the library where they can find many books that can be burned to make them keep warm. Here, his elicitation contains a FTA as he threatens Judith’s face that actually has a bigger power than
he does in the library. Judith is a New York's librarian officer; in a normal condition she has more power in the library than Sam does, as Sam is just a visitor of the library. However, in the unusual condition and situation like what they have at that time, all the people who take a shelter in the library seems to have an equal status no matter what their backgrounds are. Therefore, Sam has the same power and authority as others to decide what would be best for them. Moreover, he is the one who asks them to stay in the library. It means that he has a bigger duty and responsibility than all of them in order to consider their safety, as all of these people are willing to follow his advice to stay inside.

However, Judith who has a status as librarian forbids Sam to burn the books. That is why she gives a negative response indicating her disagreement by uttering, “you can’t burn books” in a firm tone. This firm tone indicates the use of a FTA to Sam. The FTA means acts that infringe on the hearer’s need to maintain his self-esteem and be respected. This FTA that comes from Sam and Judith occurs as they have the different role that makes them have the different point of view about the idea of burning the books.

Failing to get Judith’s agreement in his first elicitation, Sam delivers his second elicitation by uttering a declarative question “You want to freeze to death?” in a rising intonation. Here, he employs his elicitation in a firm way to elicit an agreement. In this second elicitation, Sam also employs a FTA to Judith as he fails in having Judith’s agreement in his first elicitation. Sam does not use a politeness strategy as he emotionally feels that he has a responsibility to make the best decision to keep them warm and safe, as the storm will make them freeze if there is nothing to burn. His serious manner also gives an indication that his
expressed proposition is self-evidently true. Therefore, he needs an agreement to support his idea since his idea is something necessarily to be done considering that it has something to do with the emergency situation that they face at that time.

Realizing the fact that Sam is right, Judith gives no verbal response by saying nothing. She just gives a non-verbal response by looking at Sam with anxiety, as she knows that Sam’s idea is right in one point. This non-verbal action also indicates her agreement. Thus, this response can be categorized as positive response since she agrees with Sam's idea at last. By accepting Judith’s agreement it means that, Sam is successful in achieving the goal of his second elicitation. Thus, in the first elicitation Sam also gets a negative response from Jeremy as he also refuses the idea to burn the books. However, in his second elicitation he gives more explanation about his idea. Therefore he can get the agreement from all of the people who take a shelter in the New York’s Public Library.

The solemn atmosphere and the serious mood that the participants in this conversation have, create directness on the way they utter their utterance. The domain of friendship is set here as the topic that they try to communicate is about how to keep their safety in responding of the threats of the natural disaster that happen at that time. Since this conversation occurs in a friendship domain, they employ informality; even though, not all of the people in the library share the same intimacy. This can be understood as some of them meet and become friends in this occasion is only due to their necessity to get a shelter from the storm.

4. Elicit: repeat

This subclass consists of elicitation, which prospect a repetition of a preceding utterance or preceding utterances. Therefore, positive response to elicit: repeat would be respectively a repetition. This following analysis taken from The Day After Tomorrow may help to understand more:
The description of the context

This datum is closely related to the data numbers 08, 09, 10, 11, and 12, as this datum is the continuity of those data. Here, the setting of this conversation still happens in the car. It also still involves the same participants that are Jack and Sam.

After knowing that Sam does not fail because of his own fault, but of his teacher fault, Jack feels so glad. It can be recognized from his non-verbal action as Jack smirks. Here, Jack then employs an elicitation for a repetition to Sam to get the repetition of what Sam has said in his preceding utterance that explain of what has happened to him. This elicitation occurs due to Jack’s proud feeling to Sam that rises again. Jack’s status as Sam’s father makes him have the need to feel proud of his son. Here, what has been explained by Sam has healed Jack from his disappointment. However, what Jack has said in the beginning of the conversation already makes Sam feel a little bit sad and angry. Thus, it makes Sam create uneasy atmosphere to his father in this conversation.

Jack Hall : Well that’s ridiculous! How can he fail you for being smarter than he is?
Sam Hall: That's what I said.
Jack Hall: [smirks] You did? How'd he take it?
Sam Hall: He flunked me, remember?

The data interpretation

In the datum above, Jack employs an elicitation for a repetition of Sam’s preceding utterance by uttering a declarative question “You did” in a rising intonation to Sam. Here, Jack elicits Sam to repeat his statement before. Jack does this as his feeling and mood shifts to be brighter after knowing that his son does not let him down, and he even does such a brave thing by complaining the mistake that his teacher has done to him. His rising intonation is not only used for elicits a repetition of Sam’s preceding utterance but also used to indicate his disbelief of what has been said by Sam. In his elicitation Jack shows that he is surprised about what has been said by Sam in his preceding utterance. Thus, Jack is surprised that his son can say something to his teacher to defend himself from unfair assessment given to him.

The directness and the informality of the language choice in Jack’s elicitation indicate that Jack uses a bald on record strategy. This strategy is used, as the relationship between Jack and Sam is unequal. This is because they are father and son.

However in this conversation, Sam’s mood is already shifting from light to a little bit sad and even a bit angry. It happens because his father has made a wrong assessment to him in the beginning of the conversation. This becomes a reason that makes Sam show his reluctance. Here, Sam does not give a positive response to his father, which means he does not repeat his preceding utterance. However, Sam’s non-verbal action already indicates that he acknowledges his father’s wants
in his elicitation by showing a bad mood in his face. This non-verbal action shows that Sam really did what he said in his preceding utterance. Although there is an absence of verbal action which means a negative response is given by Sam toward the elicitation; here, this response is still well understood by his father, as his elicitation is just to make him sure that Sam really means with his preceding utterance. Thus, this elicitation is not merely intended to get the repetition. It is so, since Jack’s elicitation can also be assessed, as a rhetorical question as Jack delivers his elicitation due to his mood that becomes brighter. Jack’s mood becomes brighter since his son tells about his courage in doing a complaint to his teacher because his teacher has made a wrong assessment to him. It makes Jack feel glad and at the same time arouses his proud feeling toward Sam.

After realizing that Sam is a little bit angry to him, Jack shows his sorry. It can be seen from his face expression. Here, the status of Jack makes him play his role to understand his son’s feeling as he has made his son feel disappointed. Thus, the atmosphere of this conversation tends to be in a gloomy atmosphere as Sam makes an FTA to his father by showing his unwillingness to repeat his preceding utterance.

Here, since the topic of this conversation is about a private problem and the participants are father and son, it can be concluded that this conversation occurs in a family domain and the participants’ relationship is intimate. Therefore, Jack and Sam do not employ formality during the conversation. Nevertheless, this conversation still runs seriously for both as Jack and Sam discuss about a serious matter.

5. Elicit: clarify

This subclass consists of elicitation, which prospect the clarification of a preceding utterance or preceding utterances. Hence, positive response to elicit: clarify would be respectively a clarification. This following analysis taken from *The Day After Tomorrow* may clarify the explanation above:
The description of the context

This conversation is closely related with the datum number 05. It still involves Jack and Lucy as the sender and the receiver. Thus, it is a phone conversation. Since Lucy does not want to talk further about the first topic from Jack, she then changes the topic. Here, Lucy is successful in inviting Jack to talk about the new topic. Nevertheless, they still discuss about their son. Here, Lucy asks Jack to take Sam to the airport in the next morning, as Sam joins into a team to compete in the Scholastic Decathlon Competition in New York. This news arouses a better atmosphere for both.

Jack Hall: Well, maybe you ought to make time.

Dr. Lucy Hall: Excuse me; I'm not the one who's away for months and months at a time.

Jack Hall: I just don't understand.

Dr. Lucy Hall: I'll let him explain it to you. Can you take him to the airport in the morning?

Jack Hall: Sam's getting on a plane?

Dr. Lucy Hall: He joined the Scholastic Decathlon Team. They're competing in New York.

Jack Hall: Sam joined the team?

Dr. Lucy Hall: Yeah, I think there's a girl involved.

Jack Hall: Oh.
The data interpretation

Lucy is unwilling to talk about the problem faced by Sam to Jack at that moment since she is busy. Because of that matter, Jack and Lucy get into a debate that happens through the phone. Here, they remind each other’s responsibility toward Sam, their son. Feeling unpleasant, Lucy tries to cut their debate by changing the topic. She asks Jack to take Sam to the airport in the next morning. These utterance surprises Jack, as he does not know that Sam will go by plane. Hence, he elicits a clarification of Lucy’s preceding utterance by uttering a declarative question “Sam’s getting on a plane?” with a rising intonation. A rising intonation is used to show his disbelief and to emphasize that he really want to get a clarification about that matter from Lucy.

Here, Jack is successful in reaching his goal as he gets a positive response from Lucy. Having a positive response means that Lucy is willing to give a clarification of her preceding utterance. The answer “He joined the Scholastic Decathlon Team. They’re competing in New York” implies that Sam is getting on a plane to join the Scholastic Decathlon team to have a competition in New York. Saying this, Lucy fulfills the illocutionary intent of the elicitation for a clarification that Jack prospects.

However, the response that Lucy gives to Jack makes him even more surprised. Thus, it invites him to employ an elicitation for a clarification for the second time by uttering the declarative question, “Sam joined the team?” and still using a rising intonation. The reason of the use of rising intonation is the same with the first elicitation that is to elicit Lucy’s clarification of her preceding
utterance and to indicate his disbelief in what he has just heard from his wife. Here, Lucy gives a positive response by saying the word “Yeah” shortly in order to clarify her preceding utterance to Jack. She also adds her assumption in her response about the reason of why Sam interests to join that competition into a team by uttering, “I think there's a girl involved” in order to give Jack an additional information that he might also seek from his elicitation.

After Lucy changes the topic, the atmosphere of this conversation is better as they stop doing a debate about their son problem. The conversation also runs smoothly as they can talk with a better manner and mood. Here, Jack and Lucy use a positive politeness strategy in conveying the conversation after they stop doing the debate. They use positive politeness strategy, as they want to maintain the conversation and to show their respect to each other's positive face. Jack and Lucy are husband and wife; therefore, they should show their respect to each other in making an interaction. Here it is clear that a positive politeness is used due to Jack and Lucy’s equal status and their intimate relationship.

Since this conversation deals with a family matter, the domain of this conversation is a family domain. It then influences the way they communicate to each other and their language choice. Here, Jack and Lucy tend not to exercise a formality in carrying this conversation. Therefore, they use a direct and less formal language choice to show the close relationship that they have.

09/TDAT-1/E-CLA/FAM/JACK and 10/TDAT-1/E-CLA/FAM/JACK

The description of the context

This conversation is the continuity of the conversation in the datum 08. Therefore, it still involves the same participants that are
Jack and Sam. While driving in the way to take Sam to the airport, Jack expresses his disappointment to Sam as Sam gets an F in the calculus class. That report makes him disappointed as he always thinks that his son is a smart and even genius, student. Here, Sam tries to explain to his father the reason why he gets an F in that class by offering his father to hear his explanation. Sam knows that his father needs to hear the explanation from him. Thus, Sam is successful in achieving his goal as Jack employs an elicitation to Sam in order to get an explanation from him. Here, the close and intimate relation between them as they are father and son makes this conversation run seriously but in the informal way for both.

*Sam Hall*: Do you wanna hear my side of it?
*Jack Hall*: Sam, how can there be two sides?
*Sam Hall*: Hey, look, I got every question right on the final and the only reason Mr. Spengler failed me was because I didn’t write out the solutions.
*Jack Hall*: Why not?
*Sam Hall*: I do them in my head.

The data interpretation

In the datum above Jack employs two elicitations to Sam in order to get his clarification of his preceding utterances. What has been said by Sam in the first line “*Do you wanna hear my side of it?*” is an offering to his father to let him hear the explanation dealing with the report from his side. Here, Sam is successful in achieving his goal to make his father take his offering. Thus, Jack who actually really wants to get Sam explanation’s about the report sent to him delivers an
elicitation to prospect Sam’s clarification by uttering an elicitation in a wh-question form “Sam, how can there be two sides?” with a rising intonation. The rising intonation used by Jack indicates that Jack really wants Sam to give him a clarification of what Sam means in his preceding utterance and also asks his further explanation about it.

Since from the start Sam wants to explain the problem about why he gets an F in the calculus class from his side, he gives a positive response to his father. Here, he clarifies his preceding utterance by giving a further explanation about the problem by delivering a clear answer. Saying, “Hey, look, I got every question right on the final and the only reason Mr. Spengler failed me was because I didn’t write out the solutions”, Sam tries to make his father know the background of the problem. However, this answer does not satisfy Jack; therefore, he delivers his second elicitation to prospect a clarification from Sam of why he did not write out the solutions in his final test. Here, he delivers his second elicitation by uttering a wh-question “why not?” in a rising intonation in order to gets the clarification from Sam. Thus, to make his father knows the whole story, Sam gives a positive response by giving him a clarification. Sam then responds it by answering, “I do them in my head” in a firm way.

Employing those two elicitations, Jack uses a bald on record strategy because he has more power than Sam does. Jack is Sam’s father; therefore, he has a higher position than Sam does. Here, Jack has a right to elicit a clarification from his son using that strategy as they have an unequal status relationship.
The family domain makes this conversation cover in informality. Moreover, the setting of this conversation is in the car; while, the position of Jack is driving and Sam is sitting beside him. Thus, the informality in this conversation covers not only on their language choice but also on their manner. However, as they are talking about a serious matter, there is a solemn atmosphere here. This makes them share a serious manner. Hence, they prefer to deliver their utterances in a direct and efficient way.

19/TDAT-1/E-CLA/EMP/JACK

The description of the context

This conversation is closely related to the data number 17 and 18, as it is the continuity of the conversation of those data. Hence, this conversation still involves the same participants that are Jack and Professor Rapson, and it still happens through the phone. Here, Professor Rapson tells the reason and the purpose of his early call to Jack that makes him surprise. The things told by Professor Rapson surprise him as Professor Rapson tells him that his prediction about the disaster, that can happen if the North Atlantic Currents disrupt by the polar melting, have a bigger possibility to be correct. Hence, it means that the natural disaster will threat the world especially in the North Hemisphere, as the verge of a major climate shift will happen because of that matter.

Jack and Professor Rapson know each other after the UN Conference of Global Warming in New Delhi, India. Becoming the delegates of that conference makes them aware with the global warming problem. Moreover, both of them are scientists who put a big
concern dealing with the earth condition. In this conversation, Professor Rapson shares his information to Jack, as he worries that Jack’s prediction has a bigger possibility to be correct. If it is true, it means that the world now is endangered by the threat of the natural disaster which will drastically change the face of the world.

Terry Rapson: Well, we've found something extraordinary. Extraordinary and disturbing, that is. You recall what you said in New Delhi about how polar melting might disrupt the North Atlantic Current?

Jack Hall: Yes.

Terry Rapson: Well...I think it's happening (whisper).

Jack Hall: What do you mean?

Terry Rapson: One of our NOMAD buoys registered a 3-degree drop in surface temperature the other day I've sent you an e-mail.

Jack Hall: Hold on.

Terry Rapson: At first we thought it was a malfunction. But there are four more across the North Atlantic showing the same thing.

Jack Hall: This is unbelievable.

Terry Rapson: You predicted it would happen.

Jack Hall: Yes, but not in our lifetime. This is too fast.

Terry Rapson: There are no forecast models remotely capable of plotting this scenario, except yours.

Jack Hall: My model is a reconstruction of a prehistoric climate state. It’s not a forecast model.

Terry Rapson: It's the closest thing we have. Nothing like this has ever happened before.

Jack Hall: At least not in the last 10,000 years.

The data interpretation
What has been informed by Professor Rapson surprises Jack a lot. Therefore, he employs an elicitation for a clarification about it. Jack employs an elicitation for a clarification, as he does not really understand about what Professor Rapson means in his preceding utterance. Here, Jack employs an elicitation by uttering a wh-question "What do you mean?" with a rising intonation. Usually an elicitation which begins with wh-questions are pronounced with a falling intonation; however, here, Jack employs his elicitation with a rising intonation as it is for the indication of his disbelief and for the purpose of eliciting a clarification from Professor Rapson.

The unbelievable information that has been reported by Professor Rapson makes this conversation run in a solemn atmosphere. Meanwhile, the close relationship that Professor Rapson and Jack have makes them exercise a positive politeness in order to maintain the ongoing conversation. Because they have ever had a conversation after the Global Warming Conference in New Delhi, their relationship now becomes quite close. The indication of positive politeness, which is used by Jack in his elicitation, can be detected from his direct elicitation "What do you mean?" intended to elicit a clarification and elicit a further explanation to Professor Rapson. Here, it becomes an automatic way for Jack to elicit a positive response. Altogether, it also elicits a further explanations or reasons of what Professor Rapson’s means in his preceding utterance. Thus, this elicitation is also used to get the complete and clear information from him. Thereby, Jack employs a positive politeness as he uses directness to make an efficiency of the elicitation and to indicate an intimate relationship that he and Professor Rapson have.
Since it is Professor Rapson who makes a call to Jack, he has a bigger responsibility to maintain the conversation. Furthermore, Professor Rapson also realizes that actually it is not polite to call somebody late at night; hence, he gives a positive response to Jack. A positive response means that Professor Rapson clarifies his preceding utterance to Jack in order to make Jack know the further explanation and the complete information that he has.

Even though this conversation happens through the phone and it happens in a late hour, it can be said that this conversation belongs to the employment domain as the topic of this conversation deals with Jack and Professor Rapson’s responsibility. Jack and Professor Rapson are scientists who dedicate their life for science. Thus, they are also a people who dedicate their dedication and knowledge to care and maintain the balance condition of the earth. Here, in this conversation Professor Rapson intents to report about the possibility that Jack’s theory might happen. It is clear then that the topic is about a formal thing dealing with their duties as scientists. Therefore, this conversation tends to run in a formal way. Here, it also becomes the reason of the use of formal language choice and formal manner that they share.

53/TDAT-2/E-CLARIFY/FRI/SAM

The description of the context

This conversation happens in the New York’s Public Library where Sam and his friends take a shelter. Sam finds that Laura does not wake up that morning. It makes him worry as in the night before Laura only had a fever. All of the members who take a shelter in the library also worry about her. They try to figure out what happen to Laura. Nevertheless, the elicitation employed by Sam is only addressed to Judith.

At first, almost all of the people in the library try to guess what really happens to Laura, as they respect Laura as friend. Hence, they
show their concern about her condition. Suddenly, Judith tells that their guess is wrong. Here, she comes with a medical book, which gives more valid information about what actually happens to Laura and how to cure her. Besides, that medical book also gives a warning that if the medicines that are needed to cure Laura cannot be obtained there will be a bad consequence that happens to her.

Judith: No, no, it's not the flu.
Brian: And how do you know?
Judith: Books can be good for things other than burning. What are her symptoms?
Sam Hall: I told you that she has a fever and her... She's got a really cold sweat.
Judith: How's her pulse?
Elsa: It's really fast.
Judith: Does she have any injuries? Like a cut that might have gotten infected?
Elsa: She was complaining about a cut on her leg a few days ago. I didn't think anything of it.
Brian: Oh, my gosh.
Judith: That's blood poisoning. Septicemia. She could go into septic shock.
Luther: I've seen that before. That can get bad.
Judith: She needs a massive dose of penicillin... or a broad-spectrum antibiotic immediately, etc.
Sam Hall: Or what?
Judith: (Looking at Sam with anxiety)

The data interpretation

In the datum above, it is clearly that Sam employs an elicitation for a clarification to Judith by uttering a wh-question “or what?” with a rising intonation. Here, this utterance comes up as the reaction of Judith’s preceding utterances. Judith does not continue in reading the medical book when it comes to the warning about the consequences that might endanger Laura’s life if the medicines cannot be fulfilled. She utters the word “or…” in a rising intonation.
indicating that a bad thing can happen to Laura. This makes Sam panic as Laura is her special friend. Sam delivers his elicitation in a rising intonation as he is really eager to know what will happen if Laura does not get the medicines. His rising intonation also means that he really wants to get the response from Judith to know exactly what is written in the book since it deals with Laura’s life. Thus, he utters his elicitation with an anxiety in his face.

In employing the elicitation, Sam uses a bald on record strategy, which means he utters his elicitation directly. This strategy contains a FTA to Judith. Thus, in the emergency situation like this, in which Sam is getting panic about Laura’s condition, the use of this strategy can be well understood. Moreover, because of the messy condition happening at that moment, it makes all of the people who take a shelter in this library seem to have an equal status. It makes Sam and Judith also share the same status as friends. In a normal condition and situation, Judith should have the higher status in that library, as she is the librarian officer who has the power in that library and Sam has lower status, as he is just a visitor. However, the situation and the condition that pushes them to share a friendship relation make them seem to be in equal position and status.

This conversation runs in a solemn atmosphere since it deals with Laura’s life. The directness also tends to be used by the participants of this conversation. Discussing about someone’s life that has been threatened by some illness, Sam and Judith do not need to make a small talk. Therefore, this conversation runs with a serious manner coming from both participants. The informality of the occasion and setting also makes this conversation run less formally.

Knowing the consequences that if Laura cannot get the medicines can result into something bad; Judith says nothing about it. She just gives a non-verbal response by looking at Sam with anxiety indicating that the consequences are really bad for Laura. Thus, this non-verbal response provides a clue to Sam to guess the answer. Their status as friends makes Judith does not give any verbal response as she considers Sam’s feeling. Here, Judith prefers to say nothing to minimize the shock that Sam may have if he knows the truth. It means the impact that may happen if Judith gives a verbal response is greater. A good friend should realize and maintain her friend’s feeling. That is why Judith tries to consider Sam’s feeling by giving him a non-verbal response since the information in that book is not a good news for Laura as her friend and as someone special for Sam.

54/TDAT-2/E-CLA/FRI/SAM

The description of the context

This conversation still happens in the New York’s Public Library.

Knowing that Laura really needs medicines or something bad might happen to
her, Sam tries to be her savior again. He finds the chairs to make snowshoes to walk in the snow. All of the people in the library are wondering about what actually Sam tries to do. Sam, himself, asks them to stay in door since the storm almost hits that place. Therefore, it is dangerous to go outside.

However, Laura is someone special for Sam. Thus, Laura’s safety is really important for him. He finds the chairs in order to help him walk through the snow to approach the ship, which stops near the public library. He thought that there must be medicines on that ship. Seeing Sam’s effort, Brian and J.D. who also Laura and Sam’s friend show their concern. They also want to accompany Sam to find the medicine for Laura to show their solidarity as friends.

Judith: What are you doing?

Sam Hall: There’s gotta be medicine on that ship.

Jeremy: I thought you said it was too dangerous to go outside.

Sam Hall: I know I did.

Brian Parks: Where did you find those chairs?

Sam Hall: Why?

Brian Parks: I’m going with you.

J.D: Me too.

The data interpretation

In the datum above, Sam employs an elicitation for a clarification to Brian as what has been said by Brian in his preceding utterances need to be clarified. Knowing that Sam will do anything to get the medicines; even though, it means that he should go outside and endanger his life, Brian then asks Sam where he finds the chairs that he will use to make snowshoes by uttering “Where did you find those chairs?” This makes Sam elicit a clarification of what actually Brian means by asking that matter. Sam employs an elicitation for a clarification by uttering a wh-question “why?” in a falling intonation. Here the falling intonation
is functioned for the purpose to get Brian’s clarification toward his preceding utterance and to express his wondering toward the real intent of Brian’s question.

Sam uses a bald on record strategy in his elicitation. Using a bald on record strategy means that there is no attempt to minimize the threat to Brian’s face. This strategy is used, as Sam closely knows Brian. Moreover, in the urgent situation where Sam is in panic in responding to Laura’s condition, this utterance is considered to be appropriate. Sam also uses a falling tone in his utterance in order to soften his elicitation to minimize the risk of his bald on record strategy.

In responding to Sam’s elicitation, Brian utters “I’m going with you”. This response is categorized as a positive response since it fulfills the interrogatory intent of Sam to get a clarification of Brian’s preceding utterance. Here, what Brian tries to say from the beginning is actually a good intent to help Sam to find the medicine for their friend, Laura. Sam and Brian are good friends. They also joined the same team in the Decathlon Competition to represent their school. Therefore they have an intimate relationship. Brian realizes that to be a good friend a sacrifice is needed; therefore, he decides to help his friend finding medicines for Laura who is sick at that time.

This conversation happens in a solemn atmosphere due to the topic that Sam and Brian carry in this conversation. The equal status of Sam and Brian makes them utter their utterances in more direct way. Thus, the informality of the setting and the occasion make this conversation run in less formal way also. Hence, they tend to exercise a less formal manner to show their feeling and their goodwill in reacting to their friend’s problem.
The datum that shows the same characteristics with the above datum is datum number 55. Thus, that datum have the same characteristics with the datum analyzed above as they belong to the same types of the elicitations, the same responses, the same speaker, the same social status and the role of the participants, and the same domain.

60/TDAT-2/E-CLA/FRI/JACK

The description of the context

The storm has already attacked the New York’s area.

Fortunately, Jack and Jason are able to survive in approaching the storm. Here, Jack’s skill and ability is useful enough to overcome the threat of the storm. Besides, his experiences and his capacities as scientist help him so much to overcome the difficulties caused by the storm.

After the eye of the storm has passed, Jack and Jason continue their journey to save Sam in the New York’s Public Library. Jack refuses Jason’s idea to wait one more day, as he really worries about Sam’s condition. In the journey, they find many dead bodies. Those dead bodies freeze because of the storm’s threat. Seeing this phenomenon, Jack and Jason feel so upset.

While they take a rest in the tent, they share their feeling and opinion due to that phenomenon. Here, Jason expresses his anxiety
dealing with what happen to the world to Jack. Jason is Jack’s subordinate and also Jack’s friend. His willingness to help and accompany Jack to save Sam creates an intimacy between them. Therefore in this conversation, Jack positions himself as Jason’s friend. Thus, he tries to make his friend optimistic about what will happen next after the storm has attacked and destroyed many parts of the world.

**Jason Evans**: What’s going to happen to us?
**Jack Hall**: What do you mean?
**Jason Evans**: I mean “us”? Civilization? Everyone?
**Jack Hall**: Mankind survived the last ice age. We’re certainly capable of surviving this one. All depends on whether or not we are able to learn from our mistakes. I sure as hell would like a chance to learn from mine.
**Jason Evans**: You did everything you could.
**Jack Hall**: I was thinking about Sam.
**Jason Evans**: Jack, you know the chances of Sam...
**Jack Hall**: I made my son a promise. I’m going to keep it.

The data interpretation

In the datum above, Jack employs an elicitation for a clarification of Jason’s preceding utterance since he is confused about what actually Jason means in his question “What’s going to happen to us?” Here, in reacting to Jason’s question Jack elicits a clarification by uttering a wh-question “what do you mean?” in a rising intonation, as he wants Jason to clarify his preceding utterances. Here, the rising intonation is used to get a clarification of what actually Jason means in his preceding utterance. The use of a rising intonation is also meant to switch into the topic that Jason proposes. It is clear then that the use of rising intonation in Jack’s elicitation is in order to create a successful interaction with Jason.
Jack uses a positive politeness in his elicitation, as he wants to maintain Jason’s positive face. A positive politeness strategy is used to express the solidarity, friendliness and in-group reciprocity due to their closeness. Here, because the situation and the condition that Jack and Jason face make them have an intimate relation. Meanwhile, the goal of their mission, which is for saving Jack’s son by approaching through the storm in the North area, also builds a solidarity feeling between them. Here, what Jason does by accompanying Jack to go to the North is the proof that Jason has a big solidarity to Jack. Approaching the storm is deadly, and he actually has no obligation to do that; hence, what he does shows his respect toward a friendship relation. Hence, in respecting Jason, Jack uses a positive politeness to show his appreciation to what Jason has done to him. In short, their status as a friend makes them share a good manner toward each other by considering each other feeling.

The domain of this conversation gives a big influence to the appearance of the elicitation, as there is a relation shift. In the employment domain, Jason is Jack’s sub-ordinate; however, here in the friendship domain their relationship is horizontal and not vertical anymore. Thus, the horizontal relationship that they share is a friendship. Therefore, they have a greater intimacy now, which then creates directness in their language choice and in the way their utterances are delivered.

In responding to Jack’s elicitation, Jason sincerely gives a positive response by uttering “...mean "us"? Civilization? Everyone?” These utterances can be categorized as positive response as it clarifies his preceding utterances. Jason clarifies his preceding utterances since he wants to ask Jack’s opinion. He
wants Jack to tell him about what will happen to the mankind and the world after the disaster destroys many parts of the world. This positive response makes the conversation run smoothly as Jack gets Jason’s point.

From his response, it is clear that Jason also exercises a positive politeness to Jack. The use of positive politeness is also due to their close relationship and for the sake of the ongoing conversation. A solemn atmosphere makes this conversation run seriously. However, the informality of the setting makes this conversation run in a less formal way, as what they discuss are dealing with their thought and feeling regarding the unexpected world’s condition and situation which happened at that time.

C. Discussion

This subchapter is a discussion toward some findings found from the data analysis. Thus, it discusses about any extraordinary phenomenon found from the data analysis. The purpose of this discussion is to give a view that what the theories say about something is not always straight jackets with the fact. There are things more complicated that theories sometimes do not cover. Here, there are six phenomena that bear extraordinariness.
The first phenomenon is the existence of how to perform the types of the elicitation for information in the data 20, 26, 30, 33, 34, 35, and 39 expressed in unusual way. An elicitation for information occurs because the speaker wants to get a piece of information from the addressee. Thus, those data are realized by wh-words. The elicitation for information denoted by wh-words is usually spoken with a falling intonation, as the answer expected is the missing piece of information from the addressee. However, those data shows that the way to perform the elicitation for information is different from what the theories have said. Here, those data are expressed with a rising intonation. This way to perform the type of the elicitation for information is not like what commonly understood because of the influence of the situation in the conversation and the intimate relationship the participants have. Thus, the intimate relationship is engulfed by the existence of the family domain, the friendship domain, and the employment. The domains put a borderline in the intimate relationship, which then cause the elicitation for information to appear in uncommon way as their appearance are influenced by a certain situation. The following example from the datum 26 may help to give an understanding of the previous statement: Jack and Sam have a status as a father and a son. Therefore, they have an intimate
relationship. Thus, their status and their intimate relationship make them share a great concern and understanding to each other. At that moment, Sam almost sinks, as the water where Sam phones his father is getting higher and the place surround him is flooding. In this point, he should use his best chance to elicit the information from his father to know what really happens. Thus, the situation of the conversation does not support Sam to have a smooth conversation with his father as the situation is influenced by the unstable circumstances. Therefore, he uses a rising intonation in his elicitation because the situation also makes his feeling become unstable.

The second phenomenon is the existence of how to perform the types of the elicitation for confirmation in the datum 52 also expressed in unusual way. An elicitation for a confirmation appears, as the speaker needs a confirmation from the addressee that his or her assumption is correct. Thus, the datum 52 is realized by Yes-No question. Usually in a Yes-No question used for expecting a confirmation, the speaker uses a falling intonation. However, in the datum 52, the Yes-No question is uttered with a rising intonation. This datum shows that Sam has a great concern to his close friend, Laura. They have an intimate relationship, as they are friends. Thus, Sam has a special feeling to Laura. Therefore, when he recognized that Laura is
sick he tries to show his attention by eliciting a confirmation of her condition. The situation that they face at that time is really bad as the natural disaster happens. Hence, Sam uses a rising intonation in delivering his elicitation since he really cares and worries thinking if Laura is not all right. It becomes clear then, that the friendship domain, the intimate relationship, the key and the end of the conversation create the appearance of the elicitation for a confirmation differently from what is commonly understood.

The next phenomena happen in the elicitation for an agreement. There are three phenomena that are not like the way the theories have said. An elicitation for an agreement occurs as the speaker expects an agreement from the addressees. It is usually spoken with a falling intonation. Thus, the illocutionary intent of this elicitation is to get the addressee to agree with the speaker’s assumption that the expressed proposition is self-evidently true. Therefore, a positive response is an agreement; while, the negative response is a disagreement. However, in the datum 03, the response is a temporization that usually appears in the elicitation for a commitment only. Here, the appearance of the temporization as the response is influenced not only by the equal status and the intimate relationship that the participants have; but also, by situation, the key and the end of the conversation. Jack elicits an
elicitation for an agreement to Lucy, his wife. However, as Lucy does not want to talk about the topic, she refuses to talk about it and gives a temporization as her response. Thus, Jack does not receive any agreement or disagreement from his wife. Therefore, this response contains a FTA to Jack. It becomes clear then that in the family domain where husband and wife have an equal status and intimate relationship this kind of response can appear. Moreover, the key also shows that both are in the bad mood talking about the topic that Jack tried to discuss with his wife at that moment. Thus, all of those reasons cause Lucy to provide a temporization as her response to show her reluctant in talking about the topic that Jack tries to communicate with her.

Another extraordinary phenomenon found in the elicitation for an agreement is found in the datum 08. Thus, the elicitation is delivered by Sam denoted with a Yes-No question structure but spoken with a rising intonation. Eliciting an agreement with a Yes-No question structure is usually spoken with a falling intonation. Here, Sam uses a rising intonation, as the addressee is his father. Therefore, both participants in this conversation have an intimate relationship. Thus, Sam uses a rising intonation since the purpose of his elicitation is to get an agreement from his father. The key of the conversation
shows that his father is disappointed to him, it makes the conversation run uneasy. Hence, to make his father agree with him Sam uses a rising intonation to convince his father to agree with him to listen to him. It becomes clear then, that the family domain, the intimate relationship, the key and the end of the conversation create the appearance of the elicitation for an agreement differently from what is commonly accepted.

Meanwhile, the datum 44 shows that how the speaker delivers his elicitation for an agreement is also different from what is normally accepted. It happens, as Sam wants to convince the addressees to agree with him. The situation at that moment is the most significant cause of why Sam delivers his elicitation using a rising intonation. Hence, the content and the rising intonation used by Sam create a FTA to Judith, the addressee. It is unusual because to get an agreement from the addressee, the speaker usually should maintain the addressee’s face. However, here Sam should convince all of the people in the public library to agree with his idea, as that is the choice to keep them survive. Thus, Sam seems to be impolite in delivering his elicitation as the addressee actually has a higher status and power than him; since, Judith is the librarian and Sam is just a visitor. However, the situation and condition at that time are not like the way
it should be, as they are threatened by the natural disaster. Hence, Sam should convince Judith to agree with him to burn the book. This phenomenon shows that how the responsibility feeling of the participants makes them utter what they think to be the right and the best thing in a direct way; even though, it may result a face threatening for the addressees. It is clear then; that the occurrence of this phenomenon is highly influenced by the situation, the participants’ status and role, the key and the end of the conversation.

The last extraordinary phenomenon is found in the elicitation for a clarification. An elicitation for a clarification is used to prospect a clarification of the addressee’s preceding utterance. It is usually spoken with a rising intonation. However, in the datum 54, it is spoken with a falling intonation and low voice. This phenomenon happens, as the domain of this conversation is friendship. Sam is wondering of Brian, his close friend, preceding utterance. Therefore, he elicits a clarification about it to Brian. Here, their intimate relationship gives a lot of influence on the appearance of this elicitation. Moreover, the atmosphere of this conversation shows the affective function of the participants’ utterances. This happens as the situation shows that Sam and his friends really care on each other. What Sam does to Laura showing his attention arouses the feeling of
solidarity among his friends. Thus, they also show their attention and concern to each other. Realizing this, Sam uses a falling intonation and low voice to soften his utterance as his feeling is moved. Thus, the friendship domain, the intimate relationship and the feeling of the participants ‘the key’ of this conversation affects on how the speaker delivers his elicitation.

From the data analysis and the data discussion, it becomes clear that the relations among the appearance of the elicitation employed by the main characters in the film entitled The Day After Tomorrow are highly influenced by many factors. Those factors are the context of the situations, the participants’ statuses and roles, the domains of language use, and the social dimensions.

The relation of those factors happens since they influence each other. As the domains function as the scientific background toward social terms, it is used to recognize to help determining the social status. Having a certain social status means occupying a position in a specific social setting. It also means that by having a certain status, people automatically have a role to play as the expectation for what they should do “their rights and duties” within the society norm. The social status then becomes one of the measurements to decide whether participants have an intimate or distant relation. It is said one of the
measurements because from domain it also enables to assess the intimacy of the participants. Then, from the participants’ relationship, the ends of the conversation ‘outcomes or goals’ and the key, it is used to determine on the application of the politeness strategies.

From that explanation above, it becomes clear that there is a correlation between the use of certain types of the elicitations employed by the main characters with respect to the participants’ statuses and roles with the ethnography of communication ‘SPEAKING’, the domains of language use, the social dimensions and the application of politeness theory.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter consists of two subchapters. They are conclusion and suggestion. The first part deals with the conclusion. It is drawn from the results of the data analysis in Chapter IV as the answers to the problem statements in Chapter I. Meanwhile, the second part contains suggestion for other researchers who want to conduct researches with the related topic.

Conclusion

The conclusions of the research are as follows:

1. The types of the elicitations found in the film entitled ‘The Day After Tomorrow’ are: elic: inform, elic: confirm, elic: agree, elic: repeat, and elic: clarify.
2. From the analysis, it can be seen that the main characters employ certain types of the elicitations due to certain purposes or reasons, the different statuses and roles of the participants, and the different context of the situation in the film. Thus, they deliver those types of the elicitations in different ways and also receive the different types of responses from the addressees or the receivers. The key ‘the facial expressions and the body languages’, the application of politeness or the use of FTAs, and the different intonation are the ways the main characters in the film that express their performance in delivering the elicitations to prospect the responses. The details are as follows:

a. Elicit: inform

The elicitation for information is used to invite the addressee to supply a piece of information. It is performed with serious, surprised, firm, anxiety, unemotional way and with positive politeness, negative politeness, and bald on record strategy. The elicitation occurs in the form of wh-question with rising intonation, wh-question with falling intonation, yes-no question with rising intonation. Meanwhile the responses are positive verbal response, and negative verbal response.

b. Elicit: confirm

The elicitation for a confirmation is used to invite the addressee to confirm the speaker’s assumption. It comes along with serious, surprised, anger, anxiety, disappointed, upset feeling, uneasy feeling, teasing, respectful manner, and with positive politeness, negative politeness, bald on record strategy. The elicitation occurs in the form of wh-question with rising intonation, tag question with rising intonation, declarative question with falling intonation, yes-no question with rising intonation, yes-no question with falling intonation. Meanwhile the responses are positive verbal response, positive non-verbal response and negative verbal response.

c. Elicit: agree

The elicitation for an agreement is used to invite the addressee to agree with the speaker assumption that the expressed proposition is self-evidently true. The appearance of the elicitation for an agreement comes along with serious, surprised, upset feeling, angry, disappointed, firm, and with positive politeness, negative politeness, FTAs. The elicitation occurs in the form of wh-question with falling intonation, tag question with falling intonation, declarative question with falling intonation, yes-no question with rising intonation. Meanwhile the
responses are positive verbal response, positive non-verbal response, negative verbal response and temporization verbal response.

d. Elicit: repeat

The elicitation for a repetition is used to prospect a repetition of a preceding utterance or preceding utterances. It comes along with, smirks, surprised and with bald on record strategy. The elicitation occurs in the form declarative question with rising intonation. Thus, the response is negative response.

e. Elicit: clarify

The elicitation for a clarification is used to prospect the clarification of a preceding utterance or preceding utterances. The appearance of the elicitation for a clarification comes along with, serious, surprised, anxiety, firm, and confused, positive politeness, and bald on record strategy. The elicitation occurs in the form of wh-question with rising intonation, wh-question with falling intonation declarative question with rising intonation. Meanwhile the responses are positive verbal response, positive non-verbal response and negative response.

3. The purposes or the reasons of the emergence of certain elicitations employed by the main characters in film entitled The Day After Tomorrow are varying based on the different responses prospected from the addressees or receivers. Thus, the appearances of the elicitations are also influenced by many factors. They are the context of situation, the ends of the conversation, the social statuses, the social dimensions and the domains of language use. The details of the influence of those factors on each type of the elicitations are as follows:

a. Elicit: inform

The appearance of the elicitation for an information are influenced by the intimate relation, the distant relation, the superiority position, the subordinate position, the equal status, the family domain, the employment domain, and the friendship domain, the informality, and formality

b. Elicit: confirm
The appearance of the elicitation for a confirmation are influenced by the intimate relation, the distant relation, the superiority position, the equal status, the family domain, the employment domain, the friendship domain, and the education domain, the informality, the formality.

c. Elicit: agree
The appearance of the elicitation for an agreement are influenced by the intimate relation, the distant relation, the equal status, the superiority position, the subordinate position, the family domain, the friendship domain, and the employment domain, the informality, the formality.

d. Elicit: repeat
The appearances of the elicitation for a repetition are influenced by the intimate relation, the superiority position, the family domain, and the informality.

e. Elicit: clarify
The appearance of the elicitation for a clarification are influenced by the intimate relation, the distant relation, the equal status, the superiority position, the family domain, the employment domain, the friendship domain, the informality, the formality.

Suggestion

There are still many cases on the study of the elicitations and their responses. It is suggested to other researchers who are interested in Socio-pragmatics study to do a research focused on the same point about the elicitations and their responses depicted in other movies. It is also possible for the researchers to conduct the study on other sources such as novels. The researchers can also conduct a field study. Thus, it is also suggested to relate the use of the elicitations with other social factors such as gender or age to develop the research view.


**Web Sites References**


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APPENDICES

EVALUACIÓN

EVALUATION
01/TDAT-1/E-CON/EMP/JACK

Frank Harris : We're at 26 feet.

Jack Hall : You let Jason operate the drill?
Frank Harris : Yeah, he can handle it.

02/TDAT-1/E-AGR/EMP/JACK

Terry Rapson : I enjoyed your testimony, professor. It was very spirited.
Jack Hall : Oh, thank you. That's what we're here for, right? Put on a good show?

Terry Rapson : Quite.

03/TDAT-1/E-CON/EMP/JACK

Terry Rapson : I was wondering if I could talk to you about your theory on abrupt climate shift. The name's Rapson. Terry Rapson.
Jack Hall : Professor Rapson? Of the Hedland Center?
Terry Rapson : That's me.
Jack Hall : I've read your work on ocean currents.
Terry Rapson : What do you say to a spot of tea?
Jack Hall : Absolutely. If we can hail a cab.
Terry Rapson : Over here.

04/TDAT-1/E-CON/FAM/JACK

Dr. Lucy Hall : Hello?
Jack Hall : I just saw that Sam got an F in calculus.
Dr. Lucy Hall : I'm aware, Jack, I get a copy of his report card too.

05/TDAT-1/E-AGR/FAM/JACK

Jack Hall : Sam is a straight-A student. He doesn't fail classes.

Dr. Lucy Hall : I don't have time to talk about this now.

06/TDAT-1/E-CLA/FAM/JACK and 07/TDAT-1/E-CLA/FAM/JACK

Jack Hall : Well, maybe you ought to make time.

Dr. Lucy Hall : Excuse me, I'm not the one who's away for months and months at a time.

Jack Hall : I just don't understand.

Dr. Lucy Hall : I'll let him explain it to you. Can you take him to the airport in the morning?

Jack Hall : Sam's getting on a plane?

Dr. Lucy Hall : He joined the Scholastic Decathlon Team. They're competing in New York.

Jack Hall : Sam joined the team?

Dr. Lucy Hall : Yeah, I think there's a girl involved.
Jack Hall: Oh.

08/TDAT-1/E-AGR/FAM/SAM

Jack Hall: [on Sam failing calculus] I'm not angry. I'm just disappointed.

Sam Hall: Do you wanna hear my side of it?

Jack Hall: Sam, how can there be two sides?

Sam Hall: Well, look, I got every question right on the final and the only reason Mr. Spengler failed me was because I didn't write out the solutions.

09/TDAT-1/E-CLA/FAM/JACK

Sam Hall: Well, look, I got every question right on the final and the only reason Mr. Spengler failed me was because I didn't write out the solutions.

Jack Hall: Why not?

Sam Hall: I do them in my head.
Sam Hall: I do them in my head.

Jack Hall: Did you tell him that?

Sam Hall: I did. He said he didn't believe me. He said that if he couldn't do them in my head then I must be cheating.

Jack Hall: Well that's ridiculous! How can he fail you for being smarter than he is?

Sam Hall: That's what I said.

Jack Hall: [smirk] You did? How'd he take it?

Sam Hall: He flunked me, remember?
Sam Hall: I did. He said he didn't believe me. He said that if he couldn't do them in my head then I must be cheating.

Jack Hall: [smirks] You did? How'd he take it?

Sam Hall: He flunked me, remember?

Jack Hall: Oh, yeah. Sam, I'm sorry. I jumped to conclusions. I'm gonna call this guy and have a word with him. We'll straighten this whole stringing out.

Sam Hall: Don't worry about it.

Scholastic Decathlon Referee: In 1532 Spanish conquistador Francisco Pizarro.. def. this Incan emperor at the Peruvian highland town of Cajamarca. What is his name? ... Time.

Brian Parks: Montezuma
Laura Chapman : No, no, Montezuma was in Mexico, not Peru. It's, like, Anta-something.
Sam Hall : Antahualpa?
Laura Chapman : That's it!
Scholastic Decathlon Referee : Time's up. Correct answers, please. That's five points for Woodmont and five points for Pinehurst Academy.

**Jack Hall**       : **Who is it?**

**Terry Rapson**   : Terry Rapson here. Sorry to call you so early.

**Jack Hall**       : No, professor, it's all right. **What is it?**

**Terry Rapson**   : Well, we've found something extraordinary. Extraordinary and disturbing, that is. You recall what you said in New Delhi about how polar melting ... might disrupt the North Atlantic Current?

**Jack Hall**       : Yes.

**Terry Rapson**   : Well ... I think it's happening (whisper).

**Jack Hall**       : Yes.

**Terry Rapson**   : Well ... I think it's happening (whisper).

**Jack Hall**       : **What do you mean?**
Terry Rapson: One of our NOMAD buoys registered a 13-degree drop
... in surface temperature in the other day. I've sent you an
e-mail.

Jack Hall: Hold on.

Terry Rapson: At first we thought it was a malfunction. But there are four
more across the North Atlantic showing the same thing.

Jack Hall: This is unbelievable.

Terry Rapson: You predicted it would happen.

Jack Hall: Yes, but not in our lifetime. This is too fast.

Terry Rapson: There are no forecast models remotely capable of
plotting this scenario, except yours.

Jack Hall: My model is a reconstruction of a prehistoric climate shift.

It's not a forecast model.

Terry Rapson: It's the closest thing we have. Nothing like this has ever
happened before.

Jack Hall: At least not in the last 10,000 years.

Jack Hall: We're building a forecast model, we need... What?

Jason Evans: Priority access to the mainframe for two days, maybe
three.

Tom Gomez: Oh, is that it? Anything else?

Jack Hall: We need it immediately.
21/TDAT-1/E-CON/EMP/JACK

Janet Tokada : Jack. Jack, we got the results.

Jack Hall : Six to eight months? That can't be.

Janet Tokada : That time scale isn't in months. It's in weeks.

22/TDAT-1/E-INF/FAM/JACK

Sam Hall : The plumbing in the school is really old. With this rain, the sewage got stopped up.

Jack Hall : Where are you staying tonight?

Sam Hall : They're finding a place for us with kids here in New York City.

23/TDAT-1/E-CON/FAM/JACK

Jack Hall : Are you sure you can't get home any sooner than tomorrow?

Sam Hall : Well, looks, Dad, I would if I could, you know. It's just ... This smell is unbearable, Dad.

Jack Hall : Stop kidding around! I want you home.

Sam Hall : Dad, I'll be on the train. Do me a favor. Just don't worry about me. I'll figure it out.

Jack Hall : All right, son. I'll see you tomorrow.
Terry Rapson: What I'm about to tell you is supposed to be confidential.

Several hours ago, three helicopters went down over Scotland. They crashed because the fuel in their lines froze.

Jack Hall: At what temperature does...?

Terry Rapson: Negative 150 degrees Fahrenheit. We had to look it up.

The temperature dropped phenomenally fast. On the ground, people froze before they could get out of their cars even.

Jack Hall: Can you get a satellite picture of Scotland two hours ago?

Janet Tokada: Yeah.

Terry Rapson: We've got mountains of data... but nowhere near enough computer power to analyze it. Can you help us?

Jack Hall: Send us what you get. We'll do our best.

Terry Rapson: Thanks, Jack. Bye for now.

Laura Chapman: Wow. You live here?

J.D.: Just on the weekends. It's my dad's place. He's kind of never around so...

Sam Hall: Where is he?

J.D.: Skiing in Europe with my stepmom.
Sam Hall : Hey, where's Laura?
Brian Parks : She was just right there.
J.D. : She's right there! Right there, see?
Sam Hall : What is she doing?

(Looking at Laura while wondering of what she is doing)

Sam Hall : Did you reach your little brother yet?
J.D. : No, there's still no service. Damn cell phones.

Sam Hall : Excuse me.
Judith : Yes.
Sam Hall : Are there any pay phones on the upper floors?
Judith : No, no, no. But there are some on the mezzanine.
Sam Hall : Great.
Judith : But I think it's underwater.
Sam Hall : Older payphones draw power directly from the telephone line.
Jack Hall: I love that picture.
Dr. Lucy Hall: Yeah, so do I.

Jack Hall: Where was that taken?

Dr. Lucy Hall: Miami.

Jack Hall: Well, where was I? I don't remember that trip.

Dr. Lucy Hall: Sam and I went with my sister. You were in Alaska... doing research on your doctorate.

Frank Harris: Jack. Sam's on the phone. Line four.

Jack Hall: Sam?

Sam Hall: Dad!

Jack Hall: Where are you? Are you all right?

Sam Hall: I'm all right. We're at the Public Library.

Dr. Lucy Hall: Sam, it's Mom. I'm so happy you're okay.

Sam Hall: Mom. Can you call Laura and Brian's parents and tell them we're all right?

Dr. Lucy Hall: Yes, of course.

Jack Hall: Sam, what's that noise? Sam?
Frank Harris: Jack. Sam's on the phone. Line four.

Jack Hall: Sam?

Sam Hall: Dad!

Jack Hall: Where are you? Are you all right?

Sam Hall: I'm all right. We're at the Public Library.

Jack Hall: Sam, what's that noise? Sam?

Dr. Lucy Hall: Sam, it's Mom. I'm so happy you're okay.

Sam Hall: Mom. Can you call Laura and Brian's parents and tell them we're all right?

Dr. Lucy Hall: Yes, of course.

Jack Hall: Sam, what's that noise? Sam?

Sam Hall: (Get into water)

Laura Chapman: Sam? Sam?

Sam Hall: What is going on out there, Dad?

Jack Hall: Sam, what's that noise? Sam?

Sam Hall: What is going on out there, Dad?

Jack Hall: Sam. Sam, listen to me. Listen very carefully. Forget what I said about heading south. It's too late. The storm is gonna get worse. It's gonna turn into a massive blizzard with an eye in the center, just like a huge hurricane. Only
the air will be so cold, you could freeze to death in seconds. Sam?

_Sam Hall_: Well, what should we do?

_Jack Hall_: Listen to me, son. Do not go outside. Just burn what every you can to stay warm, and try to wait it out. I will come for you. Do you understand me? I will come for you.

---

36/TDAT-1/E-CON/FAM/JACK

_Laura Chapman_: Sam? Sam, come back!

_Jack Hall_: Sam?

_Sam Hall_: I am ok, I am ok....

_Jack Hall_: Sam, did you hear me? Did you hear me? Sam?

_Sam Hall_: (Get into water)

37/TDAT-2/E-CON/FAM/JACK

_Dr. Lucy Hall_: Sam? Oh tell me he's gonna be okay...

_Jack Hall_: He's gonna be all right. He's gonna be all right, do you understand me?

(Jack hugs Lucy to make her calm down)

_Dr. Lucy Hall_: (Crying)
Jack Hall : Where'd you store the arctic gear?

Frank Harris : You can't make it to New York, Jack.

Jack Hall : I've walked that far before in the snow.

Frank Harris : This is not the same. Jack, this is not the same. Lucy, tell him.

Jack Hall : I have to do this.

Dr. Lucy Hall : I know.

Sam Hall : My hands are shakin... Shaking.


Sam Hall : What are you doing?

Laura Chapman : I'm using my body heat to warm you. If we let the blood from your arms and legs rush back to your heart too quickly... your heart could fail. Why do you learn that?

Sam Hall : Where do you learn that?

Laura Chapman : Some of us were actually paying attention in health class. How are you feeling?

Sam Hall : Much better.
Frank Harris: I got it.

Jack Hall: You're supposed to be on a bus heading south.

Frank Harris: I've been watching your back for 20 years. You think I'd let you go alone?

Jack Hall: And all these years I thought I was watching your back.

Frank Harris: Where are the keys?

Jack Hall: In the truck. Where do you think you're going?

Jason Evans: Neither one of you can navigate worth a damn. Without me, you'll end up in Cleveland.

Janet Tokada: I'll try to give you updates on the storm as it heads your way. Good luck, Jack.

Judith: Here it is. This fireplace probably hasn't been used in about 100 years.

Sam Hall: All right.

Judith: What are you going?

Sam Hall: What did you think we would burn?

Judith: You can't burn books.

Jeremy: No, absolutely not.
Sam Hall : You want to freeze to death?

Judith : (Looking at Sam with anxiety)

Elsa : I'll go get some more.

Brian Parks : I'll help you.

Jeremy : I'm going with them.

---

45/TDAT-2/E-INF/EMP/SAM

Sam Hall : Okay, do you have a cafeteria or a lunchroom?

Judith : Just an employees' lounge with a few vending machines.

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46/TDAT-2/E-INF/FR/SAM and 47/TDAT-2/E-INF/FRI/SAM

Sam Hall : Did you get a signal?

Brian Parks : Yeah, for a minute.

Sam Hall : And?

Brian Parks : Man, this storm is everywhere. It's hit the entire Northern Hemisphere. Europe is buried under feet of snow... and they say it's gonna get just as bad here. I mean, I don't think your dad's gonna make it.

Sam Hall : No, he'll make it. He'll make it.

---

48/TDAT-2/E-INF/FRI/JACK

Jack Hall : Where are we?
Jaws

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ccxiii
Laura Chapman : Hey.

Sam Hall : Hey, are you all right? You look like you have a fever or something.

Laura Chapman : I'm fine. I just can't sleep. My mind keeps going over all those worthless decathlon facts. It's pretty stupid, huh?

Judith : No, no, it's not the flu.

Brian : And how do you know?

Judith : Books can be good for things other than burning. What are her symptoms?

Sam Hall : I told you that she has a fever and her... She's got a really cold sweat.

Judith : How's her pulse?

Elsa : It's really fast.

Judith : Does she have any injuries? Like a cut that might have gotten infected?

Elsa : She was complaining about a cut on her leg a few days ago. I didn't think anything of it.

Brian : Oh, my god.

Judith : That's blood poisoning. Septicemia. She could go into septic shock.
Luther : I've seen that before. That can get bad.

Judith : She needs a massive dose of penicillin ... or a broad-spectrum antibiotic immediately, or...

Sam Hall : Or what?

Judith : (Looking at Sam with anxiety)

Sam Hall : There's gotta be medicine on that ship.

Jeremy : I thought you said it was too dangerous to go outside.

Sam Hall : I know it is!

Brian Parks : Where did you find those chairs?

Sam Hall : Why?

Brian Parks : I'm going with you.

J.D. : Me too.

Brian Parks : Hey, hey, hey, guys. I found it.

Sam Hall : What? How do you know?

Brian Parks : Because it says "penicillin" on the bottle.
Brian Parks: Hey, wait. This is the mess hall. We should find some food.

Sam Hall: We don't have time.

J.D.: Listen, none of us are gonna survive much longer without food. Including Laura.

Sam Hall: Okay.

J.D.: Sam, over here.

Sam Hall: What?

J.D.: Bingo.

Brian Parks: I'm okay.
58/TDAT-2/E-INF/FRI/SAM

Sam Hall : What happened?

Brian Parks : All I did was open up the cupboard.

Sam Hall : Well, we can use it. Put food in it.

59/TDAT-2/E-INF/FRI/JACK

Jack Hall : How do you feel?

Jason Evans : Okay. What happened?

Jack Hall : Yes, we had to get inside in kind of hurry, so I sort of pushed you in. I should be used to you pushing me around.

Good to have you back.

60/TDAT-2/E-CLA/FRI/JACK

Jason Evans : What's going to happen to us?

Jack Hall : What do you mean?

Jason Evans : Mean 'us'!! Civilization? Everyone?

Jack Hall : Mankind survived the last ice age. We're certainly capable of surviving this one. All depends on whether or not we are able to learn from our mistakes. I sure as hell would like a chance to learn from mine.

Jason Evans : You did everything you could.

Jack Hall : I was thinking about Sam.
Jason Evans: Jack, you know the chances of Sam...

Jack Hall: I made my son a promise. I'm going to keep it.

Jack Hall: How much further is it to the library?

Jason Evans: It should be ... right here. I'm sorry, Jack.