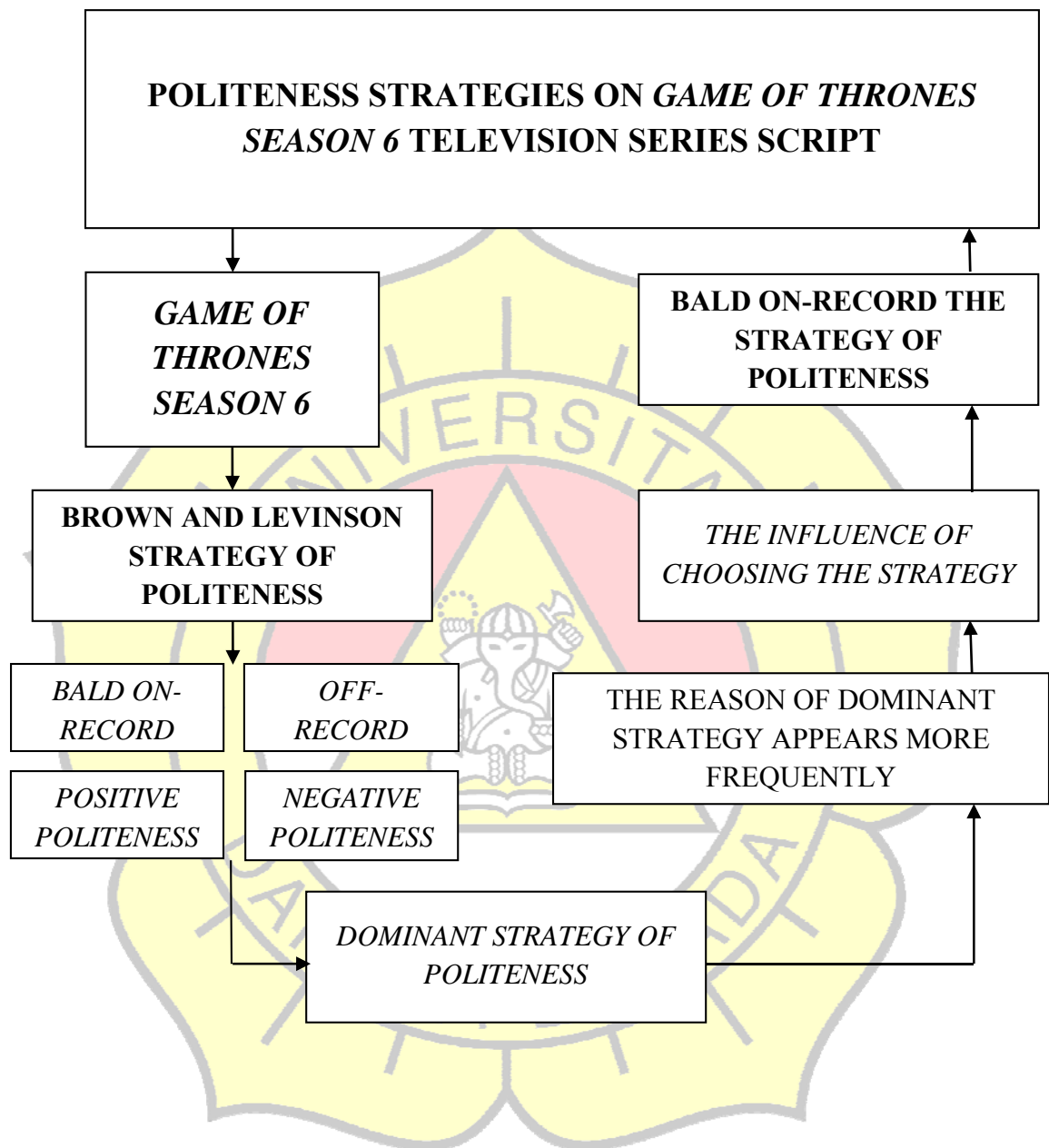


## SCHEME OF THE RESEARCH



## CURRICULUM VITAE

### A. PERSONAL DATA

Name : Abimanyu Probowiseso  
Place/Date of Birth : Jakarta, September 7, 1993  
Sex : Male  
Address : Cluster Rizka Griya Rambutan No. 22  
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### B. EDUCATIONAL BACKGROUNDS

2013 - present : Faculty of Letters, Dept. of English Literature,  
University of Darma Persada, Jakarta  
2009 - 2011 : State 27 Senior High School, Jakarta  
2008 - 2009 : Ksatria Senior High School, Jakarta  
2005 - 2008 : State 5 Junior High School, Jakarta  
2001 - 2005 : Muhammadiyah 1 Elementary School, Jakarta  
1999 - 2001 : Al-Marjan Elementary School, Bekasi

### C. EXPERIENCES OF WORK

2018 : Installation App Staff at IdPay, Jakarta (part-time job 1 week)  
2017 : Customer Surveyor at AEON Mall, Cakung (part-time job 3 days)  
2016 : Kitchen Staff at Koco RiceBowl, Bekasi (part-time job 6 months)  
2015 : Kitchen Staff at El Tuna Foodtruck, Bekasi (part-time job 2 months)  
2014 : Pocari Sweat Running Event, Serpong (part-time job 1 day)  
2012 : Ticketing Staff at Syndo Wisata Persada, Jakarta (full-time job 1 year 6 months)

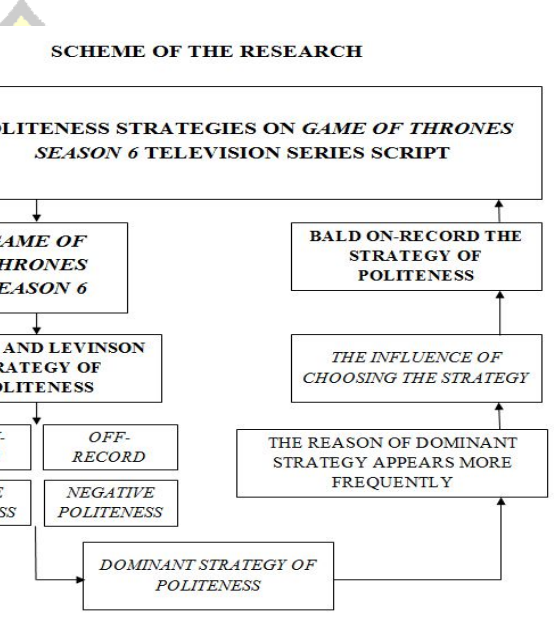


# POLITENESS STRATEGIES ON *GAME OF THRONES* SEASON 6 TELEVISION SERIES SCRIPT

**SUMMARY**  
 This research is an analysis of *Game of Thrones* Season 6 television series script. Using Brown and Levinson Strategy of Politeness to find the dominant strategy which has been used in the conversation between six characters of *Game of Thrones* Season 6 television

**BACKGROUND**  
 There are many kinds of speech act that occur in human life. The writer examine some politeness strategies in *Game of Thrones* season 6 television series script by using the theory of Penelope Brown and Stephen Levinson. According to Penelope Brown and Stephen Levinson politeness is a universal concept which has controversy within academia.

**METHOD OF THE RESEARCH**  
 The writer uses qualitative methodology of research in this term paper. The sources are from written data, as texts, books, and articles. After collecting those data, the writer examines and analyzes the related data and theories. Then, the writer presents the result of data.






**RESULT OF THE RESEARCH**  
 The results of this study are the politeness strategies which used in *Game of Thrones* Season 6 television series script are bald on record, off record, positive and negative politeness strategies. Then, the dominant strategy in *Game of Thrones* Season 6 television series script is Bald on-record strategy with 29 numbers of used. The last, the reason why does the dominant strategy appear more frequently in *Game of Thrones* Season 6 television series script is because Bald on-record strategy used by Davos and Alliser Thorne characters who influenced by the factors of consideration the choice of strategy which is takes payoff and advantages by using Bald on-record strategy.

**FRAMEWORK OF THEORIES**  
 Language politeness is modesty and subtlety in using language when communicating through oral and written. The language used is full of orderly, polite and contains high values of respect. Brown and Levinson interpreted politeness as taking actions that take feelings of others. which to take

## I. Lembar Kepembimbingan Skripsi

LAPORAN KEMAJUAN PENULISAN  
SKRIPSI SARJANA

Nama Mahasiswa : Abimanyu Probawiseso  
 Dosen Pembimbing I : Fridolini SS, M.Hum  
 Dosen Pembimbing II : Juliansyah S.Pd, M.Pd  
 Judul Skripsi : Politeness Strategies on  
 Game of Thrones Season 6  
 TV Series Script  
 Mulai Bimbingan : Oktober 2017  
 Tahun Akademik : Ganjil / 2017-2018

No.	Hari & Tanggal	Catatan Pembimbing	Paraf
1.	Oktober 2017	Penyerahan Bab I (proposisi)	
2.	November 2017	Penyerahan Bab II dan Jurnal	
3.	January 2018	Penyerahan Bab III	

4.	January 2018	Revisi Bab <u>IV</u> (Sederajat <del>dan</del> double penekanan kalimat menggunakan bold dan italic)	
5.	January 2018	Penyerahan Bab <u>III</u> dan <u>IV</u> Revisi bab <u>III</u>	
6.	January 2018	Penyerahan keseluruhan Skripsi	
7.	January 2018	-Penataan Grammar (bab I & bab II)	
8.	January 2018	-Pengurangan kata-kata (terlalu banyak) (bab I & bab II)	
9.	January 2018	-Pengecekan Grammar (Bab III & Bab IV)	

10.			

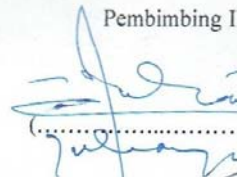
Jakarta, .....

Menyetujui :

Pembimbing I

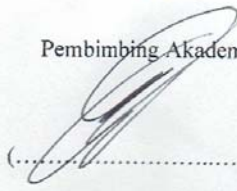
  
(.....) S. L. M. Hum

Pembimbing II

  
(.....) M. Pa

Mengetahui :

Pembimbing Akademik

  
(.....)

Kajur Inggris S-1

  
(.....)

Abimanyu Probowiseso		<b>LISTENING</b>		<b>TOTAL SCORE</b>  <b>600</b>
Name		Your score	<b>350</b>	
2013130007	1993/09/07	5	495	
Identification Number	Date of Birth (yyyy/mm/dd)			
2016/08/05	2018/08/05	<b>READING</b>		
Test Date (yyyy/mm/dd)	Valid Until (yyyy/mm/dd)	Your score	<b>250</b>	
5	495			

Client/Institution Name: PT. Putra Pratama Raya

PT International Test Center-TOEIC Center Indonesia, Plaza Sentral, 17th Floor, Jl. Jend Sudirman, Kav 47, Jakarta, Indonesia, 12930

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LISTENING		READING	
<p>Your scaled score is between 300 and 400. Test takers who score around 300 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>They can sometimes infer the central idea, purpose, and basic context of short spoken exchanges, especially when the vocabulary is not difficult.</li> <li>They can understand the central idea, purpose, and basic context of extended spoken texts when this information is supported by repetition or paraphrase.</li> <li>They can understand details in short spoken exchanges when easy or medium-level vocabulary is used.</li> <li>They can understand details in extended spoken texts when the information is supported by repetition and when the requested information comes at the beginning or end of the spoken text.</li> <li>They can understand details when the information is slightly paraphrased.</li> </ul> <p>To see weaknesses typical of test takers who score around 300, see the *Proficiency Description Table. If your performance is closer to 400, you should also review the descriptors for test takers who score around 400.</p>		<p>Your scaled score is 250. Test takers who score around 250 typically have the following strengths:</p> <ul style="list-style-type: none"> <li>They can make simple inferences based on a limited amount of text.</li> <li>They can locate the correct answer to a factual question when the language of the text matches the information that is required. They can sometimes answer a factual question when the answer is a simple paraphrase of the information in the text.</li> <li>They can sometimes connect information within one or two sentences.</li> <li>They can understand easy vocabulary, and they can sometimes understand medium-level vocabulary.</li> <li>They can understand common, rule-based grammatical structures. They can make correct grammatical choices even when other features of language, such as difficult vocabulary or the need to connect information, are present.</li> </ul> <p>To see weaknesses typical of test takers who score around 250, see the *Proficiency Description Table.</p>	
<p><b>PERCENT CORRECT OF ABILITIES MEASURED</b></p> <p>0%  100%</p>		<p><b>PERCENT CORRECT OF ABILITIES MEASURED</b></p> <p>0%  100%</p>	
Can infer gist, purpose and basic context based on information that is explicitly stated in short spoken texts	88	Can make inferences based on information in written texts	50
Can infer gist, purpose and basic context based on information that is explicitly stated in extended spoken texts	70	Can locate and understand specific information in written texts	15
Can understand details in short spoken texts	90	Can connect information across multiple sentences in a single written text, and across texts	52
Can understand details in extended spoken texts	52	Can understand vocabulary in written texts	58
		Can understand grammar in written texts	84

\* Proficiency Description Table can be found on our web site, [www.ets.org/toEIC](http://www.ets.org/toEIC)

**HOW TO READ YOUR SCORE REPORT:**

**Percent Correct of Abilities Measured:**

Percentage of items you answered correctly on this test form for each one of the Abilities Measured. Your performance on questions testing these abilities cannot be compared to the performance of test-takers who take other forms or to your own performance on other test forms.

**Note:** TOEIC scores more than two years old cannot be reported or validated.