

5. CONCLUSION

The term politeness is related with behavior, which actively expresses positive concerns for others. Same with the use of politeness, which is sharing attitude and values, the request of asking for permission also concerns with people's behavior whether he or she is expressing polite or impolite requests. In addition, asking for permission is also one of the types of request. In other words, failure in expressing permission can lead to a negative image of the person, which can endanger his or her relationship. This becomes the reason why the writer is interested in conducting a study about asking for and giving permission. This study analyzes the use of permission expressions, which are produced by the learners in GET course during the lesson.

The aim of this study is to find out what permission forms produced by the learners of GET course, whether the permission expressions have been used the correct or incorrect usage or not by looking at to the participant, setting or social context of the interaction, topic, and function when permission forms occurred. Then the second purpose is to find out what forms of permissions most frequently produced by them. In order to answer all the research questions, the writer analyzed two classes in GET course; they are English Club (EC) 1 for students and English Club 1 for professionals. Theories from Dart (1992), Bing (1989), Putsey (1994), and Holmes (1992) are used in this study to help the writer to analyze and get the answers of this study.

The findings of this study show that a great number of learners used modal auxiliary *may*. The percentage reaches 59.65 %. This fact happened may because all the learners in GET course is more familiar with permission using *may*, than other forms. This fact is also strengthening by the theory from Bing (1989). He said that "many people prefer *may* for requesting permission, *may* is often used to ask for individual permission".

The most common errors happened in use of modal auxiliary *can*. The percentage of the error in permission *can* reached 40 % from all permission *can* occur in both classes. Although *can* is consider less formal compared to *may*, and

the situation in GET course is informal, however, the learners still prefer to use *may* when they are expressing permission.

The forms of permission which use modal auxiliary *could* and *might* are rarely used in this study. This fact is exactly compatible with Dart's theory which is said that modal auxiliary *could* and *might* is sometimes and rarely used in common conversations. Last of all, the finding also showed that none of the learners in GET use *can* or *could* to precede a verb in the imperative mood by using a second person, which is best to use *please*. None of the learners uses an imperative verb when they are expressing permission in the class. This fact happened because the writer only investigated in permission expressions which produced by the students, whereas, the use of imperative verb usually occurred from people who have high status (teachers talks to the students or the manager talks to the employees, and so on).

As a summary, the writer suggests that other researcher can perform further study on permission expressions, such as, giving permission, asking for permission, refusing permissions, response of permission expressions, and the strategies of expressing permission Overall, this study on forms of permission expressions could be developed so that it would be a valuable input for future researcher.