

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Interaction is commonly defined as a kind of action that occurs as two or more objects have an effect upon one another. It is used to share information from one to others and to make social relationship among them. According to Rivers (1987: 6), it is the collaborative exchange of thoughts, feelings or ideas, between two or more people affecting each of them. Therefore, interactions do not occur only from one side. There must be mutual influence between the participants through giving and receiving messages in order to achieve communication.

Interaction takes an important role in teaching learning process. It functions to build a pleasant atmosphere in the classroom with friendly relationship among the participants and encourages students become effective communicators especially in second language learning (Dagarin, 2004: 128). It enhances the development of the two important language skills which are speaking and listening among the learners. Rivers (1987: 9) states that through interaction, students can increase their language store as they listen to 'authentic linguistic material', or even the output of their fellow students in discussions, joint problem-solving tasks, or dialogue. In interaction, they can use all they possess of the language, all they have learned or absorbed in real life exchanges. It helps the learner to be competent enough to think critically and share their views among their peers.

Classroom interaction refers to the verbal exchanges between teacher and students in reciprocal process. Allwright and Bailey (1991: 25) assert that through classroom interaction, the teacher's plan produces outcomes (input, practice opportunities, and receptivity). The effectiveness of classroom interaction between the teacher and students will influence the students' achievement in communicative competence as stated by Long (1996: 413) that interaction facilitates mastery because of the conversational and linguistic modifications that occur in such discourse and it provides students with the input they need. Through the interaction, students have opportunities to understand and use the language that was incomprehensible. Therefore, teacher and students should arrange well classroom interaction in order to achieve educational objectives. It can be done through various ways; by implementing different students' and teacher's roles, by involving students to varied classroom discussions, and by employing a variety of activities.

One of speech acts which is mostly used by teacher and students in classroom interaction is directive speech act. It is a speech act which makes the listener do something. It includes requesting, commanding, admonishing, permitting, questioning, dismissing, excusing, forbidding, suggesting, begging, challenging, and warning (Finch, 2000: 96). It causes the listener to take a particular action.

In directive speech act, the speaker asks the listener to do what s/he wants. According to Brown and Levinson (1987: 65), directive speech act may cause face threatening act (FTA) to the listener. FTA is an act that threatens the listener's

face. 'Face' means the public self-image that everyone wants to claim for himself. That is why directive speech act should be conveyed as polite as possible to avoid conflict among the participants involved in the conversation. Thus, politeness is needed to create a good environment for teacher and students including harmony between teacher and students, solidarity among students, and comfortable atmosphere in the classroom.

Politeness becomes one of important issues in Indonesian education recently. Nuh (2012), the education minister of Indonesia, asserts that politeness of Indonesian students is in a state of decline. Most students speak impolitely and they prefer to use slang or informal language at school. Therefore, a teacher has a responsibility to teach their students how to speak politely and admonish them if they speak impolitely at school especially during classroom interaction. Moreover, a teacher also needs to speak politely in front of the students in order to influence them to speak politely too. In addition, the implementation of politeness strategy is relevant which curriculum 2013 which emphasize on good character because politeness strategy deals with someone's ability to show his good character. Therefore, the teacher is obliged to implement it in the language learning activities along with language usage.

Politeness is a way to communicate politely by using appropriate utterances or strategies in society. Brown and Levinson (1987) divide four types of politeness strategies, namely bald on record, positive politeness, negative politeness and off record. However, in a research conducted by Jane (1989) in an elementary school, most students apply negative politeness strategies when

interacting with their teachers and they avoid to apply positive politeness in their classroom because they worry the solidarity resulted from the positive politeness will indicate that they are less polite to their teacher. Positive politeness strategies are mostly used by the teachers to make students relaxed and comfortable to the lesson. Moreover, Xiaoning (2004) found that students in university preferred to use negative politeness strategies in requests. It means that there is possibility that not all of four types of politeness strategies stated by Brown and Levinson occur in directive classroom interaction.

The facts above motivated the researcher to conduct a study dealing with politeness strategies used in directive speech acts in classroom interaction to know whether teachers and students of senior high school especially in SMA Negeri 1 Talawi use the four types of politeness strategies stated by Brown and Levinson in their directive speech acts.

1.2 The Problems of the Study

In relation to the background of the study, the problems are formulated as the following.

- 1) What types of politeness strategies are used by teachers and students in directive speech acts in classroom interaction?
- 2) How are those types of politeness strategies realized by the teachers and students in directive speech acts in classroom interaction?
- 3) Why are the types of politeness strategies realized the way they are?

1.3 The Objectives of the Study

In relation to the problems, the objectives of the study are:

- 1) to investigate the types of politeness strategies used by teachers and students in directive speech acts in classroom interaction
- 2) to explain how those types of politeness strategies are realized by teachers and students in directive speech acts in classroom interaction
- 3) to find out the reasons why the types of politeness strategies are realized the way they are?

1.4 The Scope of the Study

This study attempt to investigate the politeness strategies used by teachers and students in directive speech acts in English classroom interaction. It analyzed verbal interaction done by teacher to student, student to teacher and student to student. The main aspects observed were directive speech acts and types of politeness strategies stated by Brown and Levinson (1987), namely (1) bald on record, (2) positive politeness, (3) negative politeness, and (4) off record strategy .

The data were taken from students and teachers of SMA Negeri 1 Talawi, located at Desa Pahang, Kecamatan Talawi, Kabupaten Batu Bara. Their utterances were analyzed based on the types of politeness strategies they used in directive speech acts.

1.5 The Significance of the Study

The findings are expected to be significant theoretically and practically.

Theoretically, the research findings are useful for:

- 1) Linguists to enrich their knowledge about the theory of linguistic politeness, especially the realization of politeness strategies in directive speech acts in classroom interaction.
- 2) Other researchers to get information of what politeness strategies used in classroom interaction, so that it can be a reference in conducting relevant studies.

Practically, this research is useful for:

- 1) Teachers to know how to apply appropriate politeness strategies especially in directive speech acts in classroom interaction, in order that they can practice it in their classroom and influence their students to speak politely.
- 2) Sociolinguistics lecturers to know the development of linguistic politeness theories, specifically about politeness strategies, so that they can inform it to their students when teaching politeness.