CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language used as communication tool is very important for human beings to socialize with one another. Communication deals with the process of exchanging ideas, feelings, thoughts, emotion, and information through conversation. In Communication, it is definitely essential to consider the principles applied in politeness. As Hill cited in Peng (2014) states that politeness is one of the barriers on human interaction, which used to consider other's feeling, establish levels of mutual comfort. There are at least two things to be considered to assess language politeness such as how we speak and with whom we speak.

Politeness is a redressive action which 'give face' to the addressee, that is an action that attempts to counteract the potential face damage of the FTA. By doing it in such a way, or with such modifications or additions, that indicate clearly that no such face threat is intended or desired, and that S (Speaker) in general recognizes H's (Hearer) face wants and Himself wants them to be achieved. Brown & Levinson (1978) say that there are four strategies to convey FTA which called politeness, such as: Bald on Record, Positive Politeness, Negative Politeness, Off Record.

On record is simply described as a kind of utterance revealed directly by a speaker, there are two types of on record namely on record without redressive action and on record with redressive action; Positive politeness is redress directed to the addressee's positive face, his perennial desire that his wants (or the actions/acquisitions/values resulting from them) should be thought of as desirable;

Negative politeness is redressive action addressed to the addressee's negative face: his want to have his freedom of action unhindered and his attention unimpeded; off Record is a communicative act is done off record if it is done in such a way that it is not possible to attribute only one clear communicative intention to the act. In other words, the actor leaves himself an 'out' by providing himself with a number of defensible interpretations; he cannot be held to have committed himself to just one particular interpretation of his act.

Politeness is an unlimited choice available for an individual, they can choose one or more to express politeness. Not every utterance said by individuals can be count as a politeness, so that in order to be understood as a politeness, they must ensure that their utterance is in the area of a standard that is understood together by the community. There are at least four main characteristics in structure of the normal and acceptable speech communication, such as: a) straightforward speech and directly to the subject matter; b) speech supported by relevant arguments and data; c) utterances that do not praise personally; and d) utterances that are not assault or offend personally (Murni, 2009).

In language teaching, as Jiang (2010) states that it is believed to enhance learning by providing a lively and friendly atmosphere in classroom. Language in classroom determines the success of teaching and learning activities and as well as the medium to enhance students' knowledge acquisition in the classroom (Nunan, 1991). In classroom, students are encouraged to think and do creatively in any activities. The role of lecturer is to facilitating, controlling, and director managing, and resourcing the students to participate in all the activities. It is inevitable that every action and expression produced by lecturers inside the classroom involves linguistic substance as politeness. In learning improvement, feedback given by the

lecturer has a great importance. Giving students feedback in the classroom during the learning process has been proven to increase learning and improve student outcomes. Feedback is considered as a vital approach to facilitate students' development as learners in order to monitor evaluate, and regulate their own language.

Feedback can be powerful if done well by the lecturer; it gives information to students about how are they doing relative to the classroom learning goals, what to do next, and how to control their own learning. When given correctly, feedback guides the student in their learning process and gives them the direction they need to reach the target or goal of the lesson. As Hattie and Timperley cited in Brookhart (2008) says propose a model of feedback that distinguishes four levels: (1) feedback about the task (such as feedback about whether answers were right or wrong or directions to get more information), (2) feedback about the processing of the task (such as feedback about strategies used or strategies that could be used), (3) feedback about self-regulation (such as feedback about student self-evaluation or self-confidence), and (4) feedback about the student as a person (such as pronouncements that a student is "good" or "smart"), the also states that to be effective, feedback needs to be clear, purposeful, meaningful, and compatible with students' prior knowledge and to provide logical connections.

KulHavy and Wager as cited in Vollmeyer (2005) say that feedback was viewed in three ways: (1) As a motivator; (2) As information source; and (3) As a satisfying state of affair. The effectiveness of the feedback given to the student depends on the way the lecturer delivered it. While you are deciding on a feedback strategy, you are also, of course, deciding *what* it is that you want to say to the student.

In university especially the English Education major, feedback is necessarily given by the lecturer towards the student in learning process. Feedback is like a double-edged knife in education. It can be used to motivate or discourage student. Many students lost their interest in study because of feedback given by the lecturers, while on the other side there are also some student who gain their interest in study because of the feedback. Most of feedback given by lecturer could discourage students because of the way lecturer deliver their feedback.

This can also be seen in learning at school, in a discussion conducted in a class on April, 18 2019. The previous case is a student delivered her presentation in front of the class, and the lecturer interrupted her. Some feedback provided by the lecturer identifies the existence of politeness in it.

> Student : (*Finished the Presentation*)
>
> Lecturer : *"I think this is still your start understanding about this, but your explanation is quite good. You need to understand the basic of this material. You can find more explanation in book, so you should read many more books for next time."*

In this utterance the lecturer used a committer "*I think*" which serves to reduce the level of commitment of the speaker. This phenomenon motivates the researcher to do this research in order to find out how feedback is uttered by lecturer and how it is related to politeness.

There have been numerous researches into Politeness used by lecturer. Such Liu Peng's research in 2014 entitled *A Case Study of College Lecturer's Politeness Strategy in EFL Classroom* which found that the college lecturer conducted his class on term of positive politeness and negative politeness in a

practical way. Evidently the adoption of politeness strategies shortened the lecturer-student social distance, makes the class interesting, and in turn facilitates English teaching and learning., and the other one is research by Mamoon Al-Bashir in 2016 entitled *The value of effectiveness of Feedback in Improving Student's Learning and Professionalizing Teaching in Higher Education* which provide some modern and technology based way of proving feedback which can eventually help students learning experiences, also help in professionalizing the teaching of lecturers in higher education.

Few scholars have ever dug into the analysis of politeness used by lecturer in giving feedback in a classroom, but none of the research relate with the application of Politeness Strategies by the lecturer in giving a feedback to the students. So the researcher decides to do a research that aims to analyze what politeness strategies used by the lecturer when they give feedback to student's assignment or performance. Further, the researcher wants to analyze the implication of politeness strategies used by the lecturer in giving feedback towards the student and why the lecturer uses such politeness strategies when giving a feedback.

1.2 Problem of the Study

In relation to background of the study, the problems are formulated as followed:

1. What are politeness strategies used by lecturers when giving feedback to students?

2. How are the polite feedbacks realized linguistically?

3. Why do the lecturers use such polite feedback as the way they are?

1.3 Objectives of the Study

In Relation to the problem of the study, the objectives of the study are:

1. To investigate the type of politeness used by lecturers when giving feedback to students.

2. To explain how the polite feedback are realized linguistically.

3. To find out the reasons why lecturers use such polite feedback as the way they are.

1.4 Scope of the Study

This research aims to analyze the implication of politeness strategies used by the lecturers in giving feedback towards the student. It categorized lecturers' utterances by using Politeness strategies suggested by Brown and Levinson (1987), namely *Bald on record, Positive politeness, Negative politeness, and Off-record*. After categorized, the data will be analyzed by using Taxonomies of Politeness Structure Theory by Kasper which includes *Politeness markers, Play-downs, Consultative devices, Hedges, Understaters, Committers, Forewarning, Hesitators, Scope-staters, and Agent providers*. Further, the researcher aims to analyze why the lecturers use such politeness strategies when giving a feedback by using characteristic of effective feedback proposed by Hattie and Timperley (2007).

1.5 Significance of the Study

The Findings are expected to be significant theoretically and practically. Theoretically, the research findings are useful for:

1. Other researcher to get information what politeness used by lecturer in giving feedback to student in classroom. So this research can be a reference in conducting relevant studies.

2. Linguists to enrich their knowledge on the theory of politeness, especially the realization of politeness strategies in giving feedback to students

Practically, the research findings are useful for lecturers so they can apply proper politeness strategies especially in giving feedback to students in order to avoid the discouragement of students in learning English in classroom.