

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

Social interaction occurs in everyday activities. Interaction, according to Brown (2001:165), is at the center of communication. Interaction plays a crucial part in human communication in this scenario. Interaction is a type of action that happen when individuals interact with each other, sharing information and forming social ties. According to Dagarin (2004:129), interaction is primarily conducted through the use of two resources namely language and nonverbal ways of expression in language. It means that people communicate with one another in both verbal and nonverbal ways to express their thoughts and feelings. In the classroom, interaction must also be a part of the process of teaching and learning.

Classroom interaction is an important part of the process of teaching and learning. In higher education, lecturer and students rely significantly on communication to achieve effective classroom interactions. Using polite language is one of the techniques to improve interpersonal interactions. To maintain a happy relationship and avoid controversy, lecturers and students are encouraged to adopt polite language. However, lecturers and students frequently use impolite

language, either consciously or unconsciously. It is crucial for students to employ formal language in the classroom, especially during a discussion-interaction process. Furthermore, it is also critical for undergraduate students' speaking skills to interact in the classroom using formal language. Language in the classroom impacts the success of teaching and learning activities as well as the medium to improve students' knowledge acquisition in the classroom (Nunan, 1991).

The most crucial aspect of communication in contact is mutual comprehension. However, mistakes in idea delivery can occur when the intended meaning is not recognized by the partner of speech. Miscommunication can result from misunderstanding, which can disrupt the learning and teaching process. It will make one or both of the parties—speaker and listener—feel embarrassed or uneasy. Brown and Levinson (1987) coined the term "Face Threatening Acts."

Speakers might utilize politeness methods in communication to safeguard their feelings. According to Brown and Levinson (1987), politeness methods are created in order to save the hearer's "face." The term 'face' in this context refers to one's self-image or self-esteem. It means that politeness methods are employed in order to prevent embarrassing the other person or to make them feel at ease.

Impoliteness, as the polar opposite and parallel of politeness, attacks the face of others, which can have an impact on the interaction between interlocutors. ]

Politeness is a social phenomenon that has a significant impact on human interaction. Politeness, according to Yule (2010:135, mentioned in Maulana, 2019), is "displaying knowledge and respect for the face of another." In other words, politeness aids in the avoidance of confrontation in daily life. According to Brown and Levinson (1987:60, cited in Damanik, 2020), politeness is an emotionally engaged psychological state that can be lost, maintained, or strengthened, and must be consistently adhered to in interaction. Politeness is believed to enhance learning in the context of language education by fostering a positive learning environment in the classroom and a harmonious relationship between the teacher and the students throughout the teaching and learning process (Jiang, 2010; Zaenul, 2016; cited in Rahayuningsih, 2020). Maintaining politeness in the classroom is an excellent method for achieving effective classroom interaction.

Studies on politeness in classroom interaction have also attracted the interest of several scholars in Indonesia. Mahmud (2019) investigated the politeness strategies of English students at one of Makassar's institutions.

Sembiring (2019) had investigated the politeness in language and action by students of Letters Faculty at Methodist University. Seeing the students from different ethnic, religion, and culture, should be understanding and well manage to avoid future conflict and maintain the harmony of diversity among them. In addition, Darong (2020) investigated the politeness signals used in classroom interactions by Indonesian-English teachers.

Nowadays, it appears that politeness is being overlooked in the classroom, and students or lecturers are more likely to use impoliteness. Culpeper (2005:38,) defines impoliteness as a communicative technique geared at assaulting face and hence promoting social conflict and disharmony. Impoliteness is a phenomenon that has to do with the manner in which offense is expressed through words. Furthermore, according to Bousfield (2008:272), impoliteness is the polar opposite of politeness in that it seeks to decrease face-threatening activities (FTAs). Impoliteness, according to Mugford (2008: 375), can be defined as either breaching social norms or being intentionally rude and disrespectful to an interactant. Between lecturer and students, the impolite language will promote social conflict and disharmony. Impoliteness which uttered by students to their lecturer happened in classroom interaction. It means that interaction in classroom

is important as Dagarin (2004: 128) stated that classroom engagement is critical in the teaching and learning processes. Its purpose is to create a pleasant learning environment and to inspire students to become excellent communicators. But sometimes lecturer or students use impoliteness language spontaneously because they feel that the relationship between lecturers and students is close. For example:

Student: "Sorry mam, I'm late in submitting my task. I promise that I will submit the next task on time."

Lecturer: "Why don't you submit it next year?"

From the data above, the student used good words and followed by "sorry". The student talked by attending to the audience's needs (Lecturer wanted he/she submit the task on time), optimism (he/she optimist that the teacher will receive her/his apology) and making promises (he/she promised to submit the next task on time). In this context, the student used positive politeness strategy. Meanwhile, the lecturer responded it by using different strategy. Here, the lecturer used positive impoliteness strategy. In this interaction, the lecturer showed a disrespectfully to the student with a positive answer and fake word. Fake word means that the lecturer didn't really ask students to submit the task next year. The

lecturer used this strategy to reduce the violence but the student will feel uncomfortable and understand what the lecturer wants.

The data above can be the preliminary data which found when the writer did PPL program in STKIP Budidaya Binjai. Preliminary data are the result of small-scale research projects used to assess feasibility before conducting larger - scale research studies (Winchester, Salji, and Kasivisvinathan, 2017:568)

The phenomenon of politeness and impoliteness that occurs in classroom interactions, especially at the university level is important to be studied deeply. This study is crucial because the author wants to discover which of the politeness and impoliteness strategies is more frequently adopted by lecturers and students in classroom interaction and the reason why they use those strategies. So, the writer can conclude which one appropriate strategy used in learning activity at university level when the writer becomes a lecturer. Politeness and impoliteness strategies which carried out between lecturers and students can create a harmonious and active class so that teaching and learning activities can be carried out properly.

## 1.2 The Problems of the Study

Dealing with the background above, the problems of the study are formulated as the following:

1. What types of politeness and impoliteness strategies are used by lecturer and students in English education classroom interaction?
2. How are the politeness and impoliteness strategies applied by lecturer and students in English education classroom interaction?
3. Why are those types of politeness and impoliteness strategies realized in that way?

## 1.3 Objectives of the Study

In accordance with the problems of study above, the objectives of the study are:

1. To find out the politeness and impoliteness strategies which used by lecturer and students in English education classroom interaction.
2. To analyze the politeness and impoliteness strategies which applied by lecturer and students in English education classroom interaction.
3. To find out the reason of using those types of politeness and impoliteness strategies which used by lecturer and students in English education classroom interaction.

#### **1.4 The Scope of Study**

The primary goal of this research is to characterize the politeness and impoliteness strategies employed by lecturer and students in classroom interactions, the realization and the reason of using those strategies. The writer elaborated the types of politeness and impoliteness strategies used by lecturer and students in English education classroom interaction, the application of using politeness and impoliteness strategies and also the reason of using those strategies at one class of English Education program in STKIP Budidaya Binjai. The using of types of politeness and impoliteness strategies by lecturer and students were observed when teaching learning process happened.

#### **1.5 The Significance of Study**

The writer hopes that this study will give positive effect to education. The findings of the study are expected to be useful both theoretically and practically.

##### **1. Theoretically**

- a. This study will be giving some contribution to enlarge the knowledge about using of politeness and impoliteness strategies in classroom interaction especially which used by lecturer and students in English classroom interaction and the reason.



b. This study can motivate the reader to find out or identify or even to make their own study about politeness and impoliteness strategies in classroom interaction more deeply.

c. The findings of this study can be used as the authentic material to politeness and impoliteness strategies in classroom interaction.

## 2. Practically

a. For student

This study gives clear explanation about politeness and impoliteness strategies in classroom interaction especially which used by lecturer and students. Students are also hoped to be able use the appropriate strategies when communicating with lecturer in classroom so that conflict and disharmony can be avoided

b. For lecturer

This study is to develop the lecturer's insight by dealing with politeness and impoliteness strategies in classroom interaction especially which used by lecturer and students. The findings of this study can be a reference to lecturer in using the strategies when communicating with students in classroom.

c. For readers

For those who want to conduct further in depth study in politeness and impoliteness strategies in classroom interaction, the findings of the research would be the valuable related findings in politeness and impoliteness strategies in classroom interaction.

