

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is an interaction tool used by humans. Language is used as a messenger between humans to one another. Interaction will be easier if human use language. Fairclough (2013:22) stated that language as an aspect of society, a social process as well as one that is socially conditioned, indicating that it is influenced by aspects of society outside of linguistics. In the social context, language is not only a meaning of interaction but also essential tool in creating and maintaining social relations between one human and another. According to Rivers (1987), Interaction includes not only expressing one's own views, but also understanding those of others. One hears to the other, then responds (directly or indirectly), while others hear and respond.

In doing interaction, humans have to pay attention to how humans interact with each other. Kingwell (1993:401) stated that speakers should not only give understanding, but they should also express it in a way that doesn't hurt those who listened. It implies that in order to interact, human will consider both the information's content and its means of transmission. Efficient interaction seeks not only to successfully deliver messages but also to establish comfy conversation between the interlocutors, which may build intimacy and a sense of community.

In teaching English, English is used by teachers to teach English as well as by students as the language that they try to learn. English teacher is the roles for the students to impersonate while their language is the most essential source for

students to develop the knowledges of the language. Teachers' language is a language used in a particular linguistic setting, whereas politeness is thought to be the most beneficial strategy in interpersonal relationships. The ability to interact is one of the goals of teaching English. Students need to have interactive competency, which include not just linguistic skills, but also social and cultural skills, interactions, techniques, and strategies (Celce-murcia, 2007).

Politeness in language is an important aspect to shape one's character and attitude in interaction. In the specialized community, such as a classroom, politeness is necessary since impolite behavior causes to contradiction among the teacher and students. It implies that politeness is applied in classroom interactions to foster positive relationships between teacher and students (Yoga, Ketut, & Hery: 2018). According to Haryanto, Weda, & Nashruddin, (2018), the teacher's politeness concept encourages students to have a favorable attitude about the lesson, which motivates students to participate more actively in following lessons.

In addition, Jiang (2010) claimed that politeness encourage mutual understanding and peaceful relationship between the teacher and students; gain teaching and goodness for students; asist to effective interaction and intimate, and also lively atmosphere in English learning environment.

The pre-research was conducted with English teacher in teaching learning process, it found that the teacher only transfer the material to the students without knowing the students' condition, so it makes communication less effective in classroom. In some situations, some of students do not want to interact or groups with other friends and only want to interact also do tasks with close friends in the

classroom. Students feel shy and afraid to speak and do presentations in English. After felt that situations in classroom, teacher tried with politeness strategy, so the students want to follow the teacher's directions.

Based on preliminary data observation of English teaching in the grade of XI at SMA Negeri 2 Medan, the researcher found that some examples of teacher's utterances used politeness strategies in teaching English as follow:

Situation : [*The teacher greeted the students before starting the lesson*]
 Teacher : Good day, dear.
 Students : Good day, Ma'am

From the example above, the teacher's utterance "dear" is categorized by positive politeness of using in-group identity makers, the teacher tried to maintain students' positive face or self-image in showing a sense of belonging to students.

Situation : [*The teacher wanted to explain the material to students, but the students don't seem pay attention to the teacher and students were busy with their handpones*]
 Teacher : Listen, I'll explain the material.
 Students : Yes Ma'am.

From the example above, the teacher's utterance "Listen, I'll explain the material" is categorized as bald on record of the non-minimization with metaphorical urgency for emphasis because the teacher did not try to reduce threats to the students' face in situations when teacher wants to get students' attention.

Situation : [*The students did not want to do the task in a group, but the students have to do it*]
 Teacher : Did you like to do this task in a group?

From the example above, the teacher's utterance "*Did you like to do this task in a group?*" is categorized by negative politeness of question because the teacher did make an effort to reduce the threat by avoiding imposition on the students' negative face with asking questions instead of making direct statements.

Situation : [The teacher has given instructions to students regarding the rules for assignments that will be done in groups but there were still students who made mistakes]
 Teacher : How many times has Ma'am told you?

From the example above, the teacher's utterance "*How many times has Ma'am told you?*" is categorized by off record of using rhetorical questions because the teacher does reduce the threat to students' face by avoiding a direct confrontation or imposition in giving question that is not meant to be answered.

Considering to the explanation above, the researcher interested to conduct this study on investigating the use of politeness strategy by the teachers in teaching process with the topic of Narrative Text to students.

B. Problem of the Study

Based on the background of the study, the problem of this study is formulated as follows:

1. How are the politeness strategy types used by English teachers in teaching Narrative Text to the students of grade XI at SMA Negeri 2 Medan?
2. Why do the English teachers use politeness strategy they do?

C. Objective of the Study

Based on the problem statement above, the objective of this study is:

1. To investigate politeness strategy types used by the English teachers in teaching Narrative Text to students of grade XI at SMA Negeri 2 Medan.
2. To reveal the reasons why English teachers do use politeness strategy.

D. Scope of the Study

Based on the identification above, this study is limited to identify the teachers' politeness strategy types in teaching Narrative Text to students of grade XI at SMA Negeri 2 Medan.

E. Significance of the Study

The findings of this study will be expected to have both theoretical and practical perspective:

1. Theoretical Perspective

- a. The result of this research will be helpful to use politeness strategy in teaching Narrative Text to students.
- b. The result of this research can be used as a reference for those who want to conduct a research about politeness strategy in teaching Narrative Text to students.

2. Practical Perspective

a. For teachers

The writer hopes that this research will be worthwhile for English teachers become better their understanding towards politeness strategy types in teaching English, especially in the topic of Narrative Text. With politeness strategy teachers can make effective interaction with students during teaching learning process. Teachers can guide their students in having a good attitude and behavior in applying politeness strategy. This is also can be an appointment for the English teachers to think the essential of using politeness strategy in teaching and communicating to students.

b. For students

The students who want to know politeness strategy in the way they communicate.