

# CHAPTEPR I

## INTRODUCTION

### 1.1 The Background of the Study

Being polite is important in people's life because someone's personality can be judged and seen through the way he or she constructs politeness strategy. Therefore, learning about politeness strategy is considered as important. The term politeness is a term equal to the term linguistic politeness. However, the term politeness is more commonly used in the general public, while the term linguistic politeness is more use in the academic world. Politeness is one of the values upheld in every society in the world. The characteristic of politeness is universal.

According to Watt (2005) stated that there is not a human society that does not utilize the communication strategy to avoid friction interpersonal, to avoid conflict, minimizing conflict, as well as to improve comfort and understanding. The politeness will reflect and universal in the way to communicate. In addition, the nature of the universality of politeness also meaningful in any society, there are forms of social behavior which is classified as a partnership. Where, Watt called it *a cooperative social interaction* and *displaying consideration* for others.

According to Brown and Levinson's explanation that defines that linguistic politeness is a communication strategy to avoid the threatening advance of others in an effort to meet the positive face and negative face communication of individual participants (Brown and Levinson: 1992). It means, the politeness was really needed to avoid any misunderstandings, to build a good relationship and also to have a good social interaction with other people in the world.

In conclude, politeness linguistics are pursue a strategy or system to communicate with each individual to smooth interaction of communication and making others feel comfortable in communicating with one another. Politeness strategy was also used in making request. In communication, both of speaker and hearer used politeness in requesting. Request was one of the classifications of speech act that concern with the act of asked for something or asked someone to do something.

Request is a speech act expression the speaker's desire for the hearer to do something with the added proviso that the hearer takes this expressed desire as the reason to act, Bach and Harnish (1984: 48). Based on Bach and Harnish's definition, Kuang et al. (2006) redefined request as verbal instruction performed by the speaker expression a desire for the addressee to do a particular thing and usually aim for the addressee to intend to do it and actually to do it.

According to Reiter (2000: 35), a request is prevented act that expresses a speaker's expectation about some prospective action. There are categorized the request. The goals of a request include action (e.g., "can you open the door?"), goods (e.g., "can you pass me the sugar?"), information (e.g., "do you know who our teacher is going to be this semester?"), and permission (e.g., "may I leave early?"), and the appropriateness of a particular goal is determine by social norms of the society in which the speech act is made.

Politeness is a way to request politely by using appropriate utterances or strategy in society. Brown and Levinson divide four types of politeness strategy, and Blum-Kulka, House and Kasper (1989) developed a scale in the Cross Culture Speech Act Realization Project (CCSARP). The scale is composed of nine

subcategories grouped into three broad categories of request strategies depending on the degree of directness.

In Sukanto (2012), in his research “Polite Request by Korean Learners of Indonesian”, he found that the cross-culture as aspect different between Korean learners and Indonesian learners in used polite request. The Indonesian learners more polite in use polite request than the Korean Learners in campus interaction. And the Korean learners of Indonesian are that they do not have adequate knowledge in using politeness strategy in the target language. And the Korean learners more used negative face to hearer while the Indonesian learners use positive face depends on the situation. It can be that the use politeness in polite request depends of situation and culture has every nation.

SMP Hikmatul Fadhillah Islamic School is one of Islamic school in Medan if where the students are classified to adolescence still need guidance and direction as to speak to others. An interesting aspect of adolescence is that people in this age tend to detach themselves from childhood, and at the same time they do not consider themselves as adults. They are neither an adult nor a child; they are something in between, teenagers, which is important issue to show the society. In finding their role in society, and creating an adult identity, they express their group belongings through their speech, appearance and behavior. From the data obtained, the students can polish their request in action rather than in information which is in line with their age who still emotional and also their level of politeness in asking can be seen from the upbringing of their parents (family social norms). For instance; *Bagaimana ya kalimat yang mudah kita buat?*. It showed the request for information the speaker used Use group identity marker (positive politeness)

to ask the hearer to get information. The speaker tried to use politeness strategies when she/ he want to get information so that the harmony situation can they keep during conversation. And in the request for action, for instance; *Bisa kita translate sama-sama yuk artinya ini?*. It showed that the speaker used include both S and H in the activity strategy. The speaker has efforted to use politeness strategy when the speaker asked the hearer to do or to act something.

Politeness becomes one of important issues in Indonesian education recently. Nuh (2012), the education minister of Indonesia, assert that politeness of Indonesia students is in a state of decline. Most students speak impolitely and they prefer to use slang or informal language at school. Therefore, most of 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. However, there are still many students are still less polite in talking.

This study focuses on the expression of polite request strategy where the students can express their strategies to polish their language in *polite request for action* and also *polite request for information* in conversation. The student's effort to polish their utterances and the Face Threatening Act (FTA) they used among them in conversation. When the speaker asks something to the hearer she/he efforts use the request that the hearers does not get angry, offended and ashamed. Whether they can polish their request depended on the topic and situation conversation.

Examples below show us some polite request for action and request for information used in students' conversation.

Request for action: “*Friends, tolong kumpulkan tugasnya kedepan sekarang ya?*” (Friends, please submit your task, now?). This utterance is Use in group identity marker and it shows the polite request strategy that the students used address form to convey in group membership. The address form use is generic name *kawan-kawan* (friends). And “*kita pindahkan kursi ini sama-sama yuk?*” (let’s move the chairs together?). This utterance is, include both S and H in the activity and it shows that the students use an inclusive *we* form to soften their polite request in conversation that he/ she do the action together.

Request for information: “*bagaimana kamu bisa menulis kesimpulan seperti itu?*” this utterance is, assert S’ knowledge and concern for H’s wants. It shows that the students use strategy to get information of the answer.

All of examples show the polite request that express ability, wish or desire in students’ conversation in classroom where FTA is an act that threatens the listener’s face. ‘Face’ means the public self-image that everyone wants to claim for himself. Thus, politeness is needed to create a good environment in students’ conversation including harmony, solidarity among students, and comfortable atmosphere in the classroom.

The fact above motivate researcher to conduct a study dealing with politeness strategies use in polite request strategy in students’ conversation in classroom interaction to know whether the students of junior high school in especially in SMP Hikmatul Fadhillah Islamic School Medan use the four types of politeness strategies and also use request strategies in polite request when they have conversation interaction in classroom.

## **1.2 The Problems Of the Study**

Based on the background of study the problems of the study formulated as the following:

1. What types of politeness strategies are applied by students in using polite request in conversation?
2. How do they express their strategies of polite request in conversation?
3. Why are polite request strategies realized the way they are?

## **1.3 Objectives of Study**

The objective of this study referring to the three problems above:

1. to elaborate the types of politeness strategies by students in using polite request in conversation.
2. to describe the expression strategies of the students in using polite request in conversation.
3. to explain the reason for using of polite request strategies in conversation.

## **1.4 Scope of the Study**

This main aspect of this study is to investigate the expression of polite request strategy used the students in conversation. In other works, the scope of the study is limited to the use of expression of polite request for information and polite request for action in conversation by the students in SMP Hikmatul Fadhillah Islamic School Medan and in grade eight.

### 1.5 Significance of the Study

The findings are expected to be significant theoretically and practically. Theoretically, the research findings are expected to be able to apply the theories of linguistic politeness strategies, especially the spoken language is spoken medium by certain community, mainly the students' conversation. This study is considered being useful initially to provide the information of what politeness strategies used by students when they are expressed their oral communication in polite request context of situation. Consequently, it was gave better understanding and new insight of how politeness strategies are related to the aspect of pragmatic study. This contribution was in turn give tentative framework for a comprehensive analysis of politeness.

Practically, the research findings were gave some contributions to sociolinguistic study in daily conversation.