CHAPTER I

INTRODUCTION

A. The Background of the Study

Politeness is a universal and best expressed as the practical application of good manners or etiquette. Leech (1993) is quoted by Manik & Hutagaol (2015) defines it as "strategic conflict avoidance, which can be measured in terms of degree of effort and put into the avoidance of conflict, situation, maintenance and establishment of comity. The avoidance is represented as a conscious effort on part of the person to be polite. Brown & Levinson (1987 cited in Zhang, 2009) is quoted by Manik & Hutagaol (2015) states that politeness strategies are more likely to be used when a speaker of relatively lower power makes a larger request in a more distant relationship than when a speaker of relatively higher power makes a smaller request in a closer relationship. Manik & Hutagaol (2015) states that politeness strategies are ways to convey the speech acts as polite as possible. To achieve that, there are some strategies that can be applied in specific context used by an individual in certain society especially in school. Specifically classroom is the setting where politeness is educated and where the relationship between teacher and students should be well established. It must be effective and polite.

From the very beginning of language study, classrooms should be interactive. Rivers (1987: 4-5) puts it this way that through interaction, students can increase their language store as they listen to or read authentic linguistic

material, or even the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language-all they have learned or casually-in real-life exchanges. … Even at an elementary stage, they learn in this way to exploit the elasticity of language.

Classroom is a place of process teaching and learning activity, teachers' language plays a very important role in EFL classroom, such as teachers' academic instructions, motivating the class and evaluating students. No exaggeration to say that teachers' language is indispensable to effective communication in class. Harmer (2001: 3) states that the way that teachers talk to students – the manner in which they interact with them – is one of the crucial teacher skills, but it does not demand technical expertise. It does, however, require teachers to empathies with the people they are talking to. One group of people who seems to find it fairly natural to adapt their language to their audience is parents when they talk to their young children. Studies show that they use more exaggerated tones of voices, and speak with less complex grammatical structures than they would if they were talking to adults. Their vocabulary is generally more restricted too and the attempt to make eye contact (and other forms of physical contact) is greater. They generally do these things unconsciously.

In education, teachers were expected play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. As supported by Nuh (2012) quoted by Manik and Hutagaol (2015), the education minister of Indonesia, asserts that

politeness of Indonesian students is in a state of decline. It means that 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.

However, based on researcher's observation of teachers' utterances at MTS Swasta Al-jihad, it is not as expected. The teacher used impolite utterances to their students and the impolite utterances affected to students' compliances during English teaching learning process. For example, students: (when the students make a noisy), Teacher: "*hey, kalian diam la!*". For the teacher's utterances above has shown impolite to ask student calm down. Another example, Teacher: "*dengarkan dulu, dengarkan! Ini bukan taman kanak-kanak ya*!." That command has shown impolite to junior student, be better the teacher used another word to create good situation as "*anak-anak, ibu lagi menjelaskan pelajaran, suaranya tolong ya*" or "*tolong jangan berisik ya*". To create collaborative between teacher and students so must create good situation and interaction among them because the role of teacher as a good model for the student where the teacher still use the violence as the effective way to control students. If the class

interaction goes well, the knowledge that is given by the teachers will be received well by the students.

Fraser (1983: 30) is quoted by Adel Davoudi and Ramezanzadeh (2016) describes that pragmatic competence functions as the knowledge of how an addressee determines what a speaker is saying and recognizes intended illocutionary force conveyed through subtle attitudes. Without this knowledge, there are cases where interlocutors cannot understand each other and failure in communication occurs. One important aspect of pragmatic competence is politeness. Peng,Xie and Cai (2014) states that Brown and Levinson (1978) formulate four politeness strategies and analyze four strategies: bald on record (without any redressive action), positive politeness (solidarity-seeking), negative politeness (freedom-given), and off record (indirect).

Based on explanation above about politeness strategies, so the researcher was interested in investigating politeness strategies used by an English teacher in the classroom. This study will describe politeness strategies used by English teacher at MTS Swasta Al-jihad.

B. The Problems of the Study

In relation to the background of the study, the problems can be formulated as the following:

1) What types of politeness strategies are used by English teacher in the classroom?

2) Why are the types of politeness strategies realized by English teacher in the classroom?

C. The Objectives of the Study

In accordance with the problem of the study, the objectives of the result are:

1) To investigate politeness strategies used by English teacher in the classroom.

2) To investigate the reasons of types politeness strategies realized by English teacher in the classroom.

D. The Scope of the Study

There are some kinds of politeness namely politeness principle, face threatening act politeness, and politeness strategies. The researcher focused of politeness strategies in Brown and Levinson theory (1987), namely (1) bald on record, (2) positive politeness, (3) negative politeness and (4) off record strategy.

E. The Significant of the Study

Finding of this study will be expected theoretically and practically. Theoretically, the research findings are useful for:

1) Linguists to enrich their knowledge about the theory of linguistic politeness, especially the use of politeness strategies in the classroom.

2) Other researcher to get information of what politeness strategies used in classroom, so that it can be reference in conducting relevant studies.

Practically, the research findings are expected to be valuable for:

1) Teachers especially who directly teach this area, in order to be able to guide their students in having good attitude and behavior in applying politeness strategies and education practitioner generally to be wiser and be evaluating in giving speech acts to the students based on the politeness strategies.

2) Sociolinguistics lectures to know the development of linguistic politeness theories, specifically about politeness strategies, so that they can inform it to their students when teaching politeness.

3) Government, especially for Ministry of National Education and Culture to give some considerations about the importance of implementing politeness strategies in National Curriculum which emphasize on good character.