

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Many students are faced problem when they learn English as a foreign language. One of students' problems is they have no motivation to learn English which in varying reasons, such as some students think so hard to study English as foreign language in the classroom, because they feel shy, and nervous if they make mistakes because they still lack of vocabulary and then other friends will laugh them, or if teacher uses low polite utterances to embarrass them. Thus, some problems that make students have no motivation to learn English in the classroom continuously. According to Palmer (2007), student motivation is an essential element that is necessary for quality education. How do we know when students are motivated? they pay attention, they begin working on tasks immediately, they ask questions and volunteer answers, and they appear to be happy and eager".

It is part of teachers' job to solve the problems in teaching learning process directly by motivating students. In Thanasoulas (2002), whatever is done by a teacher has motivational, formative and influence on students. In other words, teacher behavior is powerful "motivational tool".

From the statements above, the researcher found the gap between the theory and the reality. As the expectation, a teacher can be an influential source of motivator for his/her students, while in the fact, teachers may not always be possible to motivate all students. But however, this should never discourage

teachers from trying to motivate all their students by many creative ways or strategies.

Based on the researcher's preliminary observation at SMP Negeri 4 Langsa, most of the students in this school said that they interest and have motivation to learn English in the classroom continuously because their teachers use polite utterances to their students, therefore there is a good interaction between teacher and students in teaching learning proces.

The researcher also found the preliminary data that showed the conversation between teacher and students in teaching learning process in the classroom.

- Teacher : *Sudah baca teks nomer dua?* (Have you read the text number two?)
- Students : *yes ma'am.. (Iya bu..)*
- Teacher : *So, any question? (Ada pertanyaan?)*
- Student 1 : *Saya ada pertanyaan bu..(I have a question ma'am..)*
- Teacher : *Yes.. Nadira, what is your question? (Ya Nadira, apa pertanyaanmu?)*
- Student 1 : *Di teks ini ada kalimat (this text has the sentences)..it is a great body of water, and it surrounds the land masses of the earth (dia adalah kumpulan air yang panjang, dan dia mengelilingi daratan di bumi),..kata 'it' pada kalimat ini apa, ma'am?(what's the meaning of it in this sentences, ma'am?)*
- Teacher : *It's a good question Nadira.. (in high intonation and happy face expression) (Pertanyaan yang bagus Nadira..(intonasi tinggi dan ekspresi wajah bahagia), it yang dimaksud adalah lautan atau samudra..(it means the ocean)*

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The dialog above showed that the teacher employed politeness strategies. She did FTA with redressive action by exaggerate strategy, as one of positive

politeness strategies, which it can be seen from the teacher gave praise to make the student feel good about her interests, “it’s a good question Nadira...” (in high intonation and happy face expression). It means that the teacher encourages student’s motivation to learn English in a good interaction, which the students felt close to the teacher but still gave respect to her.

Based on the data in the preliminary observation, the researcher interests to conduct the study about Teachers’ Politeness strategies in Motivating Students to Learn English. This study will observe and analyse the use of politeness strategies by three English teachers of Junior High School in motivating students to learn English in the classroom based on Brown and Levinson’s theory (1987): namely bald on record, positive politeness, negative politeness, and off record. According to Brown and Levinson (1987), Politeness strategy is a way to convey the utterance as polite as possible and this strategy is very important in social communication. In the context of language teaching, it is believed to enhance learning by providing a lively and friendly atmosphere in classroom.

Some previous studies of politeness strategies gave contributions in this research. Peng, Xie and Cai (2014) conducted the research which adopting Brown and Levinson’s politeness strategies through class observation, the researcher aims to reveal how the teacher applies politeness strategies to his teaching practice in the language use. Evidently, the adoption of politeness strategies shortens the teacher-student social distance, makes the class interesting, and in turn facilitates English teaching and learning.

Then the study by Senowarsito (2013) explored politeness strategies used by teacher and students in two 90-minute English lessons in a senior high school. The data were video-recorded from two different classroom settings where English is the object and the medium of teaching learning process. The analysis is based on Brown and Levinson's politeness strategies. The result of this research showed that teacher and students basically employed positive, negative, and bald on record strategies. Teacher and students' perception on social distance, the age difference, institutional setting, power, and the limitation of the linguistic ability of the students has contributed to the different choices of politeness strategies. The students tend to use some interpersonal function markers. Linguistic expressions that are used in classroom interaction are addressing, encouraging, thanking, apologizing, and leave-taking.

The last study was by Sülü (2015) investigated the effects of politeness strategies differ when students and teacher do not share the same culture and native language. Two hours of classes were observed and taperecorded by the researcher. The recordings were transcribed and analyzed by making use of related politeness strategies and functions of speech. Also, three randomly chosen students were interviewed after the class. The findings showed that politeness existed in that EFL classroom and it helped students to have positive feelings towards the lesson and motivated them to participate more in classes.

Many researchers have conducted about the teachers' politeness strategies in classroom interaction. This study also will conduct the research about teachers' politeness strategies in classroom interaction, but it will focus to polite sentences that used by the teacher in motivating students to learn English in the classroom.

Therefore this research is required to describe how teachers' politeness strategies are realized in motivating students to learn English, and then, to explain the reasons of teachers' politeness strategies are realized the ways they are.

This study has a unique, the unique of this study is focussed to investigate polite utterances of English teachers at Junior High School in motivating students to learn English in the classroom. Thus, the results finding of this study will be different with the previous studies.

1.2 The Problems of the Study

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

1. How are the teachers' politeness strategies realized in motivating students to learn English?
2. Why are the teachers' politeness strategies realized the ways they are?

1.3 The Objectives of the Study :

1. To describe how the teachers' politeness strategies are realized in motivating students to learn English
2. To explain the reasons of the teachers' politeness strategies are realized the ways they are

1.4 The Scope of the Study

This study attempts to investigate the politeness strategies used by teachers in motivating students to learn English in the classroom. It analyzes teachers' polite utterances to motivate students in learning English while teaching learning process in the classroom based on Brown and Levinson's theory of Politeness

Strategies (1987): namely bald on record, positive politeness, negative politeness, and off-record (indirect).

1.5 The Significance of the Study

This study is expected to be significantly relevant to theoretical and practical aspects. Theoretically, the findings of the study are expected to enrich the theories of linguistic politeness strategies, especially to give better understanding and new insight on how teachers' politeness strategies is useful to encourage students motivation to learn and practice how the language is used not only grammatically correct, but also appropriately and politely according to the context and the situation, which it is very important pattern for students of Junior High School as the beginning learners who start to learn English formally.

Practically, it is useful as guidance for English language and literature researchers to conduct similar study in other schools, and with broader coverage such as to compare the use of politeness strategies by teacher and students, student to teacher, and student to student related to age, gender and power relation.