

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language and society are bounding each other. Language, which is used by people in certain places, is concerned with social and cultural phenomena (Trudgill, 1983). Moreover, Schiffrin (1994) believes that language is a system whose rules and norms cannot be separated from culture and the major source of culture is knowledge. It means that the language, which is used in the society, deals with the social values or social norms, which are developed there. Language stays and walks together with culture that influences the language.

Language has a fundamental role in the development of learners' intellectual, social, and emotional and supports the learners' success in learning and studying all fields of study. Language learning is expected to help learners to know themselves, their culture, and the culture of others.

According to Murcia (1995), language is communication. Language has a very important role in building communication or interaction in classroom. The student-teacher ethics is one of problems in education. In education, some aspects cannot be separated from teaching learning process and interaction between students and teachers. In the past, the teaching learning process between students and teachers has to respect and appreciate each other that different from now. Manik & Hutagaol (2015) state 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 a teacher and students should be well established. It must be effective and polite.

Politeness is influenced by P (power), D (distance), and R (relationship), and also affected by speech events. Politeness is the use of the right word or phrase in the proper context, which is determined by the rules that are prevalent in society. Watts (2003) states that politeness is determined by the relationship between behavior and the suitability convention, not by specific linguistic forms. For Goffman 'face' is the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact, an image of self-delineated person in terms of approved social attributes (Goffman, 1955/1967).

In other words, politeness is the expression of the speakers' intention to mitigate face threats carried by certain face threatening acts toward another. Furthermore, according to Yule (1996), politeness is a system of interpersonal relations designed to facilitate interaction by human interaction by minimizing potential conflict and confrontation inherent in all human interchange. It is related to Lakoff (1973) who said that politeness is a strategy used by the speaker to avoid conflict with the hearer. It means that problem can be found in a communication process because of different

assumptions, conventions or others. Grice (1975) said that human communication should be explained as a form of social interaction whose success depends on the interactants' presumption that communicative behavior is driven by certain norms and rules.

Politeness is used by someone because she/he wants to respect the hearer. Politeness is not something we are born with, but something we have to learn and be socialized into, and no generation has been short of teachers and handbooks on etiquette and correct behavior" to help us acquire polite skills (Watts, 2003:9).

Classroom is a place of teaching and learning process. Teachers' language plays a very important role in EFL classroom, such as teachers' academic instructions, motivating the class and evaluating students. Harmer (2001:3) states that the way that teachers talk to student – 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. Studies shows that they use more excessive tones of voice, and speak with less complex grammatical structures then they would if they were talking to adults. Their vocabulary is generally more limited too and the attempt to make eye contact (and other forms of physical contact) is greater. They mostly do many things unconsciously.

In classroom interaction, when a teacher speaks to her students, she has to constantly make a choice of many different kinds of what she says, how the

she says it, and the specific sentence type, words and sounds. It is related to what Wardhaugh (1992) said, that how people say something is at least as important as what people say; in fact, the content and the form are quite inseparable, being but two facets of the same object. Besides, in interaction the conversation sometimes cannot be successful because of misunderstanding between speaker and hearer during the conversation. Thus, politeness is really needed to build a good relationship and to have a good social interaction in classroom between students and teacher.

In education, teachers are supposed to play vital roles in the lives of students in classroom. Teachers are the ones who know what is the best role of educating the students. Quoting Nuh, Manik and Hutagaol (2015), assert that politeness of Indonesian students is in a state of decline. It means that teacher has responsibilities to teach their students how to be polite, and warn them if they speak impolitely at school especially in the classroom. Furthermore, a teacher also need to speak politely in front of the students in order to effect them to speak politely as well. So, the implementation of politeness strategy deals with someone's ability to show his good character. Therefore, the teacher is obliged to implement it in language learning activities along with language usage.

Literature highlights many features that characterize expert teachers, which include extensive pedagogical content knowledge, better problem solving strategies, better adaptation for diverse learners, better decision

making, better perception of classroom events, greater sensitivity to context, and greater respect for students.

Teachers should understand their students and pay attention to their preferred way of learning which called social professionalism. Moreover, teachers should be able to demonstrate a good understanding of students' attitudes and cultural norms and how that might impact their learning so that teachers can make use the most appropriate methods in their teaching practices. Teachers should also develop students' respect for learning as well as foster their self-esteem, character and their respect for individual, cultural and religious differences (Darling-Hammond and Bransford 2007).

Most educational researchers refer to general pedagogical knowledge to that kind of knowledge that teachers should have about the practices and methods of teaching and learning which encompass overall educational purposes, values and aims. This is a general form of knowledge that is related to all such issues of student learning, classroom management, lesson planning and implementation, and student evaluation. It includes knowledge about techniques or methods to be used in the classroom; the nature and characteristics of the students; and strategies for evaluating student understanding. A teacher with deep general pedagogical knowledge knows how students construct knowledge, acquire skills and develop new attitudes; they know how they develop habits of mind and positive dispositions towards learning.

Pedagogical function is responsible for educating the students and has communicative privilege through expertise in the subject and teacher's responsibility for attaining the aims of given subject (Trosborg, 1994: 159). Furthermore Trosborg states that the teacher has the privilege to regulate the interaction and to provide evaluative feedback. Therefore, the taking turn in the classroom was likely differ from those of free conversation outside the classroom. In the classroom interaction, the teacher social distance between teacher-students, maintaining general atmosphere of teaching and learning process, reducing stress (tension reduction), and creating teacher-students social interaction.

However, based on the first observation of teachers' utterances at SMA Negeri 1 Tanjung Pura, it is not as expected. Two English teachers used impolite utterances to their students and it is not good in teaching learning process. The researcher came to the school and has seen the situation in the classroom also has interviewed some of the students about the two English teachers. Researcher have got quite a few bad responses about how afraid the students were of their teachers. Some of the students said that when they ask questions, the teachers are suddenly mad and say: "*Kemana aja kelen daritadi? (Where have you been?)*", when teachers are supposed to help students. Another example, when teachers are explaining about the lesson and students make a noise, Teacher: "*suaranya! Awas nanti kalau kalian nggak ngerti ya, siap2 dihukum! (Shut up! Listen to me. If you don't get what I mean, be ready to be punished)*".

As seen above, teachers used impolite utterances that perhaps could make the students afraid to ask questions. The researcher interviewed some students, and the responses are not as expected either. They said that “*saya takut kali kak kalau udah dipanggil, takut ditanyain gatau ngejawab dipermalukan didepan kelas (I’m afraid if my teacher asks me questions, afraid of not being able to answer the questions)*”. Another one said “*kalau dia masuk pengen duduk belakang terus, dimarahin terus kalo gak ngerti. Bahasa inggris susah (when my teacher enters the class, I wanna sit at the back, she’s always mad to us when we don’t understand the lesson. English is hard)*”.

A variety of trainings has been executed by the government in order to creating high quality teacher such as certification and teacher professional advancing (PPG). But in fact? Teachers should not used impolite utterances. To create a good learning process in classroom teacher must know what best for students, teacher creates those good situation. If the class interaction goes well, the knowledge that is given by the teacher will be received by students well. classroom is the setting where politeness is educated and where the relationship between students and teachers should be well established. It must be effective and polite.

Based on the explanation above about politeness strategies, the researcher is interested in investigating politeness strategies used by the English teachers in the classroom. This study will describe politeness strategies used by the English teachers at *SMAN 1 Tanjung Pura* Senior High School.

B. The Problems of the Study

Based on the background of the study, the research deals with politeness strategies. The main problem that must be analyze in this research can be seen as follows:

1. What types of politeness strategies are used by teachers in English classroom at SMA Negeri 1 Tanjung Pura?
2. What is the dominant type of Politeness Strategies Used by English Teachers in the Classroom?
3. Why are the strategies used in the ways they are?

C. The Objectives of the Study

Related to the questions, the aim of the research of analyzing the politeness strategies used by the English teachers in the classroom are as follow:

1. To analyze the types of politeness strategies used by the English teachers in the classroom.
2. To find the dominant type of politeness strategies used by English teachers in the classroom.
3. To elaborate the reasons why the used of the politeness strategies in the ways they are.

D. The Scope of the Study

In this study, researcher focuses on investigating politeness strategies used by the English teachers in the classroom. The types 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. Furthermore, the aim of this research is to find out what the dominant types are used by the English teacher in the classroom at SMA Negeri 1 Tanjung Pura.

E. The Significance of the Study

The findings of the research are expected to give contributions theoretically and practically.

Theoretically, the research findings are expected to be useful and significant for:

1) Other researchers who are interested in getting prior information about the politeness used by the English teachers I the classroom.

2) Linguistics to enrich the theories of pragmatics and to enrich their knowledge about the theory of the linguistic politeness, especially the use of politeness strategies in the classroom.

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

1) Teachers, beneficial for teachers especially who directly teach this area, in order to be able 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 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.

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