CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is used for communication to convey one's intention to each other in social interactions. In conveying intention, people use strategies in their communication as it is a part of the language user's communicative competence. The speaker communicative competence deals with pragmatics (Glaser, 2009:50). Pragmatics determines our choices of wording and our interpretation of language in different situation. For example the awareness of how we modify conversation when addressing different types of listeners. A speech act such as, " Mak Vera,tolong bawakan ini ya!" ("Mak Vera, help me bring this, ok?" is more likely to be uttered to your close friend, while "Maaf, ibu mau kan bantu saya?" (" excuse me, would you like to help me, ma'am?"), is uttered to a person that is older than you. Such speech acts called as knowledge of pragmatics. Pragmatics concern with some fields and politeness is one of them. Politeness strategies are very important to investigate as it is used by people in their social interactions and in the specific contexts, knowing what to say, how to say, when to say and how to be with other people. (Yule: 1996)

Politeness is a universal and best expressed as the practical application of good manners or etiquette. Leech: 1993 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.

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 (Brown and Levinson: 1987 cited in Zhang, 2009:3). 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. Yadi (2012:88) proposed how politeness operates in communication to others.

According to Leech 1993, politeness involves minimizing the cost and maximizing the benefit to the speaker or the hearer. Theoretically, the politeness consists of six maxims that namely (a) tact maxim, (b) generosity maxim, (c) approbation maxim, (d) modesty maxim, (e) agreement maxim, and (f) sympathy maxim.

Tact maxim is meant that the speaker try to be tactful in communication by minimizing the expression of beliefs which imply cost to other and maximizing the expressions of beliefs which imply benefit to others. For example: "Riska, bisakan bantu ibu hapus papan tulis?" ("Riska, could you help me erase the blackboard?") means the speakers try to ask help by minimize cost to the hearer and maximize benefit to the hearer. Generosity maxim is the way of politeness that we minimize the expression of benefit to self and maximize the expression to self. For example: "Biar ibu aja yang angkat, Doni istirahat aja di bangku ya nak." ("Let me bring this Doni, you just take rest on your seat"). Approbation maxim is meant that the speakers minimize the expressions of beliefs which express dispraise of other and maximize the expressions of beliefs which express approval to other. For example: " Pintar kali ya murid-murid yang miss punya di kelas ini." ("What a smart students I have in this class".) Modesty maxim is the way of politeness that we minimize the expressions of praise of self and maximize the expressions of dispraise of self. For example: "Bodoh kali ibu ya. Hahaha" ("How stupid I am").

Agreement maxim is when we minimize the expression of disagreement between self and other and maximize the expression of the agreement between self and others. For example: "Memang lah Jhon, memang benar, mereka semua murid yang nakal di kelas ini". ("Yes Jhon , that's right. They are all naughty students in this class". And the last is sympathy maxim. In this maxim, we try to minimize antipathy between self and others and maximize sympathy between self and others. For example: "Ibu turut berduka atas wafatnya ayahmu ya Rebeka". ("I'm sorry on hearing your father's death, Rebeka"). In short, all people use their

own way of politeness in their communication and that is why the researcher chooses politeness as the point to be analyzed.

Classroom is a place of the interaction process which happens between a teacher and students. It must be effective and polite. If in the classroom interaction runs well, the knowledge that will be delivered by the teacher will be received by students well. Teacher professional role endows them with right to evaluate students' behaviors, constrain their freedom of actions, control resources and give critical feedback, which unavoidably poses threat to students' positive and negative face (Zhang, 2009:3). In addition, teacher is as the model in the class and the students will imitate the way the teacher teaches them. Therefore, in creating good interaction in the classroom, teachers and students should make the good interaction.

However, based on researcher's observation of teacher's utterances and students' compliances to them in one elementary school in Medan, are not as expected. Some of teachers use impolite utterances to their students and the impolite utterances affect to students' compliances. Being polite in classroom interaction is very important to create effective teaching learning process. It can be shown by using some strategies of politeness.

Based on this phenomenon of teacher's speech acts to students' compliance in the context of politeness, it is believed that teacher's politeness has an indirect effect on student compliance intention so as to enhance desired outcomes in the classroom. As it is found in some researches that speaker's politeness relates to the hearer's compliance. According to Zhang : 2009, teacher's high politeness were found to be more likely to elicit positive emotions such as happiness and lead to compliance and vice versa to the low politeness that evoked negative emotions and caused resistance.

In this research, the effects of elementary school teacher's politeness on students' compliance will be the focus of the study. Politeness has been proved as one thing that affect to students' compliance to under-graduate students. But as the opinion of Pinter (2006:7), there are four stages in the development of children

as learners. They are sensory motor stage (from birth to two years of age), pre-operational stage (from two to seven year of age), concrete operational stage (from seven to eleven year of age) and formal operational stage (from seven year onwards).

There are different competences of language for each stage. The understanding of the students in elementary school to the teacher's politeness cannot be the same as the student understands in under-graduate level (Batable and Dart, 2007:6-10). That's why researcher is interested in analyzing the effect of teacher's polite utterances on students' compliance in elementary school level. This is my reason to choose teacher's politeness to students' compliance in elementary school, to see whether there is an effect of teacher's politeness to students' compliance in politeness context.

1.2 Problem of the Study

The problems of the study are formulated as the following:

1. What are types of politeness strategy used in teacher's utterances to the students?
2. What type of politeness strategy is dominantly used in teacher's utterances to the students?
3. How teacher's politeness utterances affect to students' compliance?

1.3 Objective of the Study

This research is aimed at examining the effect of teacher's politeness strategies on students' compliance intention.. The objectives of the study are elaborated as the following:

1. To find out the types of politeness strategies used in teacher's utterances to the students.
2. To find out the dominant types of politeness strategies in the teacher's utterances to the students.
3. To describe how teacher's politeness utterances affects to the students' compliance.

1.4 Scope of the Study

The teacher's utterances cover various strategies of politeness. These strategies contribute different students' compliance intention to the teachers' utterances. Therefore, this study is focused to investigate the teacher's politeness strategies in utterances to the students in the classroom and the effects of teacher's politeness utterances on students' compliance in the elementary school level. The researcher will use politeness strategies theory proposed by Geoff Leech:1993.

1.5 Significance of the Study

It is expected that the findings of this study are significant theoretically and practically. Theoretically, the research findings are expected to provide a basis for further researcher of different stages for linguistics development. Practically, on the other hand, the research findings are expected to be valuable teachers especially and education generally to be wiser and be evaluating in giving speech acts to the students based on the politeness strategy in order to get the students compliance intention so as to enhance desired outcomes in the classroom.