

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the Study

Politeness is applied by someone because 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). So, given the everyday nature of politeness, it might seem surprising to learn not only that it occupies a central place in the social study of language, but also that it has been the subject of intensive debate in linguistic pragmatics, sociolinguistics and, to a lesser extent, social theory for several years now.

The Brown and Levinson“s sociolinguistic theory of „politeness“ provides valuable insights to many instances in the instructional communication or particularly teacher-student interactions. In teaching, Bills (2000) stated that teachers use language not only for classroom delivery process, but also to manage interpersonal relations in a way that the „face“ needs of students will be taken care of. However, Cazden (1979) found out that teachers, by the nature of their professional role, are continually posing threats to students“ face and these threats take the form of constraints on students“ actions, evaluations of their actions and utterances, and interruptions of student work and talk. In addition to that, Cazden also pointed out that social distance, which is influenced by the cultural background of both teachers and students, will determine the use of negative and positive politeness strategies.

In a study on the role of teacher-talk, Hinako (2002) also used Brown and Levinson's Model to analyze the use of directives to understand the socio-cultural context of teacher-talk. The teachers were found inevitably engaged in face-threatening acts (FTAs) which constrained students' freedom and criticized their behaviour and work. As a result, these acts will cause some degree of disappointments, disheartenment and demotivation on the students. Thus, in order to solve this problem, Hinako (2002) suggested that teachers can soften the effects of such acts by utilizing two important politeness – intimacy (positive politeness) and respect (negative politeness).

Politeness strategies are very important. Politeness involves taking account of the feelings to others (Brown, 1987). Specifically, it means that one should pay attention to the politeness strategies otherwise there will be miscommunication. If miscommunication happens, it can disturb the relationship. However, being polite is a complicated business in any language. It is difficult to learn because it involves understanding, not only the language, but also the social and cultural values of the community (Brown, 1987). Besides, politeness strategies are important in avoiding or minimizing the threat of addressee's face.

Politeness strategies are ways to convey the utterances as polite as possible. To achieve that, there are a number of strategies that can be applied and at the same condition to reflect the culture of an individual in certain society. Brown & Levinson's (1987) divide four types of politeness strategies; bald on record strategy, positive politeness, negative politeness and off-record indirect strategy. It is agreed that the politeness is attributed with those strategies.

The Bald on record strategy usually use in important or emergency situation and when teaching someone. And the speaker and the hearer already knew each other. Bald on record strategy used by teacher can be seen in conversation below, the teacher was used bald on record strategy when asking a male student to enter to the class.

Teacher : *Bima, sini, masuk, duduk*

( Bima, come, sit.)

Male student : *ya miss*

(yes, miss.)

The utterance “ Bima, sini, masuk, duduk” replace the utterance such as “Bima silahkan masuk dan silahkan duduk”. This was taken because the teacher already knew the student.

Positive politeness strategy used by teacher while interacting with the student can be seen in the conversation below, the teacher was dealing with a female student who always absent from classes, she started by asking the student where she went when she was absent. The teacher was actually using this strategy hoping that the student would aware with her fault and would answer honestly the question of the teacher under a relaxed condition.

Teacher : *Selly, kelas 1 kemarin saya tahu masalah kamu, masalah*

*kamu malas sekolah, kelas 2 masih gitu juga saya lihat,*

*sekarang saya mau Tanya, kamu kalau gak sekolah*

*kemana?*

(selly, I know your problem in first grade, your problem is

lazy for coming to school, second grade is still same, I

want to know, where are you if you don't come to school?)

Female student : *di rumah miss*  
(at home miss)

Teacher : *di rumah?*  
(home?)

Female student : *hmmm, kemarin mama saya kemari bilang gitu juga kok miss*  
(hmmm, yesterday, my mom come here and said like that miss)

Teacher : *jadi mama kamu gak marah kalau kamu gak sekolah?*  
(so, your mom is not angry if you didn't go to school?)

Female student : *marah juga sih miss*  
(she is angry miss)

Teacher : *jadi?*  
(so?)

Female student : *tapi kadang-kadang gak sih miss*  
(but sometime isn't)

By applying positive strategy by the teacher to the student, she was made the student suddenly responded when the teacher asked her question.

Guidance and counseling is a concept of helping individuals discover and develop their psychological, educational, and vocational potentialities, to achieve an optimal level of personal happiness and social usefulness.

Guidance and counseling is one of important component of the educational practices in schools, especially to help students develop their personality, social, learning activity, and career planning and development. Therefore, the structure of the curriculum developed in KTSP (kurikulumtingkatsatuanpendidikan) include the tasks of guidance and counseling on developing self-learners (MONE,2006; Andi Mapiare,2008). The system of communication in guidance and counseling is through face to face.

The concept of counseling is essentially democratic in that the assumptions underlying its theory and practice are, first, that each individual has the right to shape his own destiny and, second, that the relatively mature and experienced members of the community are responsible for ensuring that each person's choice shall serve both his own interests and those of society.

Guidance, in this sense, is a pervasive activity in which many persons and organizations take part. It is afforded to individuals by their parents, relatives, and friends and by the community at large through various educational, industrial, social, religious, and political agencies and, particularly, through the press and broadcasting services. A part of such guidance may be the giving of information that enables others to increase the scope of their exploratory behaviour.

The communication between the student and the teacher serves as a connection between the two, which provides a better atmosphere. Of course a teacher is not going to understand every problem for every child, but will acquire enough information for those students who are struggling with specific tasks. The more the teacher connects or



communicates with his or her students, the more likely they will be able to help students learn at a high level and accomplish quickly.

Pragmatics deals with the speakers “communicative competence” (Traugott & Pratt, 1980:226). Speakers use their knowledge of a language to convey and interpret meanings. In the area pragmatics the speakers interpret their utterance in social contexts, knowing what to say, how to say it, and when to say it, and how to be with other people. This knowledge enables them to produce and understand utterances in relation to specific communicative purposes and specific speech context.

When speakers perform utterance in contexts, basically they accomplish two things, interaction acts and speech act. In one side, the interactional acts impose structure on the discourse by ensuring that one utterance leads smoothly to another. On the other, speech acts constitute attempts by language users to perform specific action, in particular interpersonal function. In this case, speech act is one of the study of pragmatics.

Speech acts in one form utterances can be used by the speakers of interlocutors to convey the meaning of their purposes in communication. Thomas (1983:96) states that pragmatic competence has an important role in communication. In the way, the pragmatic competence as the ability to perform speech act should be mastered in different the types of speech act, such as representative, commissive, expressive, declarative and directive.

Typically, teachers will employ different politeness strategies while interacting with their students. They are obligated to adjust the use of words to fit into different

situations during the talk. In creating good interaction with the student the teacher should be polite, if the teacher interacts politely to the students, the students will do the same thing like the teacher does. Because the teacher is as the model and the students will imitate as teach to them. Doing interaction like this will make the student do not reluctant to tell about their problem in learning activity. And the student's problem can be solving well.

The phenomena mentioned above are considered to be the reasons why this research should be done urgently that is in order to describe the types of politeness strategies in teacher student interaction which then brings the writer to the research entitled "Politeness Strategies in Teacher Student Interaction in Guidance and Counseling Context"

## **1.2 The Problem of the Study**

In relationship to the background of study, the problem are formulated as follows:

1. What types of politeness strategies are used in teacher-student interaction?
2. What type of politeness is dominantly used in teacher-student interaction?
3. Why are those types of politeness strategies realized in that way?

### **1.3 The Objectives of the Study**

In relation to the problems, the objectives of the study are

1. To describe the types of politeness strategies used in teacher-student interaction
2. To elaborate the type of politeness dominantly used in teacher-student interaction
3. To explain the reason those types of politeness strategies realized in that way

### **1.4 The Scope of the Study**

This study attempts to describe and to explain realization of politeness strategies used by teacher to students in interaction. Whether they tend to use the (1) bald on record strategy where the speakers do the acts of saying directly, it is regarded such as impolite way (2) positive politeness; the speakers give any reasons or explanation in speech and attempt to do something (3) negative politeness refers to the acts done by the speakers without giving reasons to his/her speech, and (4) off-record indirect strategy where the speakers do not say directly what they want to say but with doing the obscure acts. Beside that, the researcher also scope the location of the research at SMK NAMIRA TEKNOLOGI NUSANTARA MEDAN.

### **1.5 The Significance of the Study**

Findings of this study are expected to be useful and relevant theoretically and practically. Theoretically, the research findings are expected to enrich the theories of linguistic politeness strategies, specifically the spoken language. Findings of this study are considered being useful initially to provide the information of what politeness strategies used by teacher-students in interaction. Practically, it will give better



understanding and new insight of how politeness strategies are related to the aspect of pragmatic study.

