CHAPTER I

INTRODUCTION

A.   Background of the Research

Language is important point in daily communication, communication is the basis of interaction. Communication is meaningful if people find the content interesting or useful, or if they feel it has a purpose. Yurney (Marsh, 1968 : 152) state communication is "the sharing of message or attitudes that produce a degree of understanding a sender a receiver". People used language based on social behavior agreed and accepted as their togetherness. In several situation, speakers are often difficult in transferring their ideas by good words which are easy to be understood by the hearer.

With conversation, a spoken communication is constructed. Spoken communication involves at least two participants, a speaker and a hearer, in variety social context. The speaker intends to convey certain meanings to the hearer while the hearer tries to recognize what the speaker means by saying utterances. Both of the speaker and the hearer should convey and understanding the thoughts, felling, and desires of each other. Thus, they can achieve a good communication. To study this, in linguistics there is field of study called pragmatics.

Pragmatics is the study of the aspects of meaning and language use that are dependent on the speaker, the hearer and other features of the context of utterance. According to Yule (1996:3) pragmatics concerns with the study of meaning as communicated by speaker and interpreted by the listener. It means that the hearer should interpret what is said by the speaker, it in order to know what the speaker's

intended meaning. Thus, speaker must emphasize the context to create an effective communication.

In communication, polite language is very essential to make conversation run well, and smoothly. Communicate politely is need to avoid misunderstanding or offend of the hearer who talks with us. People need to create good self-public image to make a good impression to society. Every people want to be well accepted in his or her society, thus we must arrange our speech to make a good self-image and to save the hearer face to avoid misunderstanding or feeling comfortable.

In a situation where people are obligated to create a polite conversation, they will choose certain strategies to have polite conversation in order to maintain the communication. Politeness strategies are very important to investigate as it used by people in their social interactions and in the specific context, knowing what to say, how to say, when to say and to be with other people (Yule, 1996: 60-61), and according to Brown and Levinson (1987) politeness strategies are ways to convey the utterance as polite as possible. Brown and Levinson sum up human politeness behaviour in four strategies among them are the bald on record strategy, the positive strategy, the negative politeness strategy, and bald off record strategy.

Understanding politeness is very important. People often think that politeness is simply a matter of saying please, sorry, excuse, and thank you. Politeness does have its own role. Being linguistically polite means speaking people appropriately in the right place and the right time. People must be aware of the context of speaking and then be able to determine which politeness from is the best to be applied in a context.

Communication can occur anywhere, such as communication in the classroom among teacher and student, communication in the classroom happens in teaching learning process. According to Brown (2000: 7), teaching is showing or helping someone to learn to do something, giving, instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Most of teacher thinks that teaching is easy, because they just transferred the material to students, but they are wrong. Teaching means the process of carrying out thoseactivities that experience has shown to be effective in getting students to learn.

In the learning of the class, people might see classroom as a scene to enrich the knowledge of the students who learn inside the classroom. A glance, the function of classroom is limited to how a component teacher is able to teach the students using the best method, materials, and media. But the fact, the role of teacher is not only teaching materials but educating, and guiding the students. Inside the classroom interaction, students are encouraged to do and think creatively. When the students in their activities, the role of a teacher is facilitating, controlling, and director managing, and resourcing the students to participate in the activities. Dorney and Murphey (2003) then emphasize that crucial classroom achievement depends on the attainment of teacher-student interaction in classroom, and in teacher-student case, language plays important role in class management and the acquisition process of students, it describes that classroom language determines the success of teaching and learning activities. The language and the society in which the language is used are closely related. The interaction of teachers and students in classrooms also create a particular discourse where both teachers and students are actively participating in constituting intact communication.

Communication in teaching to know condition and capability of the students are important. Teacher should teach the students with some strategies.

For example, when the students bored with the materials, teacher should give short story that contains motivation inside, or the students given game related with the material. Communication is related with pragmatics, it depends on the situation of context. When the students make a noise in the classroom and the teacher said to the students "the door is right there" does not mean that the teacher telling the students where is the door, but it is means the students should go out from the classroom.In short, politeness is important in our life because it influences the success of the purpose in communication.

By considering the politeness strategy and the classroom interaction explained, it is obvious that discussing of politeness strategy used by the English teacher is also important in the classroom interaction. The politeness strategy can be chosen as politeness behaviour to the students by teacher or by the students to the teacher. The function of the politeness strategy is to make a good relationship and also to save hearer face. Commonly, teacher wants to save the students' face in order to make a meaningful teaching and learning process.

A lot of topics about language use in wider society have been discussed by many linguists for years. One of the most exposed topics is the use of face threatening act and politeness, and this study focuses on face threatening act and politeness strategies in teacher-student interaction in an English as a Foreign Language (EFL) classroom interaction. Learning a foreign language involves not only knowing how to speak and write, but also how to behave linguistically. Therefore, the teacher-student interaction in class is influenced by their pragmatic knowledge, how to behave and respond in different situations and contexts. Pragmatic competence is defined as the ability to communicate effectively and involves knowledge beyond the level of grammar. In

recent years, the phenomenon of politeness strategies and face threatening acts has become central to the discussions of the human interaction.

Politeness strategies and face threatening act appear in daily communication, such as casual communication, texts, talk show, etc, Brown and Levinson (1987) stated that politeness strategies are developed in order to save the hearer"s "face". Face refers to the respect that an individual has for him or herself, and the maintaining of "self esteem" in public or in private situations. In this case, usually the speakers try to avoid embarrassing other person, or making him feel uncomfortable. Brown and Levinson (Grundy, 2000: 156) work with Goffman"s notion of „face". Face comes in two varieties, positive face and negative face. In simple terms, Yule (2006:119) states that negative face is the need to be independent and positive face is the need to be connected.

Face threatening acts is occurred when the speaker says something that represents a threat to another individual's expectations regarding self – image, it is described as a face threatening act (Yule, 1996:6). The face threatening acts can be counteracted by two ways. The first is positive politeness strategy and negative politeness strategy. Haugh in (Akram and Ghani, 2013:1) suggests "Politeness involves speakers' showing what they think about themselves and others, and addressees' perceptions of those evaluations". Yule (2006:119) stated if someone says something that represents a threat to another person"s self-image, that is called face-treathening act. For example, if someone use a direct speech act to get some one to do something, they are behaving as if they have more social power than the other person. if they don"t actually have that social power, then they are performing face threatening act.

Politeness is defined as redressive action taken to counter-balance the disruptive effect of *face-threatening acts* (*FTAs*) (Brown & Levionson, 1987). Brown and Levinson (1987) describe "face" as "the public self-image that every member wants to

claim for himself, consisting in two related aspects: negative face and positive face. Negative face is the want of every 'competent adult member' that his actions be unimpeded by others. Positive face is the want of every member that his wants be desirable to at least some others. So that politeness strategies that used by teacher and students in the class can play an important role in learning and teaching process.

In relation to politeness, Brown and Levinson (in Miles 2011:25) state that to decide how polite an individual can be toward his or her interlocutor, he or she should consider the rate of social distance and the relative power between them. besides, the rank of imposition in certain speech act might influence the degree of politeness. The weight of those factors will determine the language production of both speaker and hearer.

By doing research on English teaching learning process in the eight grade students of MTs Darul Hikmah Tulungagung in academic year 2019/2020, it was find that the context of communication in the classroom presentations among students and teacher, becomes a potential area to observe politeness strategies and therefore, brings significant findings in the face threatening acts and politeness research, especially face threatening acts and politeness studies in English classroom interaction. MTs Darul Hikmah Tulungagung is good Islamic Boarding School in Tulungagung, all of students must use Arabic or English language to communication each other, related to the that commitment, all of the interaction will run well and the teachers and students to be polite during class and outside the class in purpose to be the best in religious.

Many researchers find research about politeness in the classroom, the similar research analyzed by Putu Yoga, this previous research and this research have similarities, that are analyzing of politeness strategy Brown and Levinson's theory and the data conduct in the classroom. The differences is on the problem in the class, this

research not only find the politeness strategies but also find the face threatening acts that performed by teachers and students in the class. Another research was done by researcher that discuss about teachers that performed politeness strategies in the classroom by Diah Permana Sari, the background of the problem was similarities, the difference is the subject of the study, in this study the subject is only the teachers. The result of this research showed that politeness strategies performed by the teachers and students, they used face threatening acts and politeness strategies in the process of communication.

The last research has done by Sheila Agustina. This previous study has in common with this research, that is the analyzing of politeness strategy and power relation in EFL classroom interaction by the teacher, the difference is the study focus on politeness and power relation in the class, but the strategies that performed by teacher only, that study is not discuss about face threatening acts in the communication in the class, so that it is different.

To clarify the research background, there was an example of face threatening acts and politeness strategy used in teaching learning process which found during research. The example was conduct by first teacher with initial Mrs. LY in the class at eight F grade during the teaching were opening learning process in the class, There was the example:

Teacher : *How are you today?*

Students : I'm fine thank you, and you?

Teacher : I'm fine too

From the example above, the teacher used "positive politeness strategy". The utterance *How are you today?* Is categorized into positive politeness strategy. It is classified into exaggerate (sympathy with H). Speaker feels sympathy to hearers by

asking their condition. From those examples above, it can be known that politeness strategies were used in teaching learning process. The interaction between teacher and students in classroom should be kept in a good relationship. That is why the researcher investigated the face threatening acts and politeness strategies applied by English teachers on learning process. After knowing the phenomena above, the researcher tries to analyze the face threatening acts and politeness strategy produced by the teachers and students during on the teaching learning process. The researcher chose this topic to be analyzed because the researcher interested to find out the face threatening acts and politeness strategy used by the teachers and students during the classroom activities. By conducting the research, the researcher hoped that this research can be references or contemplation for teacher also the students to use politeness strategy during teaching learning process. The researcher will observe all of the teachers by initial Mrs.LY, Mr. SS and Mr. SF, in the eight grade at MTs Darul Hikmah Tulungagung. This present study entitled "FTA and Politeness Strategies in Teacher-Students Communication in EFL Classroom".

B. Statements of the Research Problems

Based on the background of the study above, the researcher is interested in finding the answer of the following questions:

1. What face-threatening acts are performed by teacher and students in the EFL classroom interaction?

2. What politeness strategies are performed by teacher and students to minimize the face threatening acts in the EFL classroom interaction?

3. Why a particular strategy of face threatening acts and politeness strategies is performed by teachers and students?

C. **Objectives of the Research**

In line with statement of the problems above, this study is aimed to analyse:

1. To describe what face-threatening acts are performed by teacher and students in the EFL classroom

2. To describe what politeness strategies are performed by teacher and students to minimize the face threatening acts in the EFL classroom interactions

3. To describe why a particular strategy of face threatening acts and politeness strategies is performed by teachers and students

D. **Significances of the Research**

The result of this study expected to give some benefits both theoretically and practically, such as following:

1. Theoretical Significance

   Theoretically, this currents study extends the importance of pragmatic awareness for teachers who teach English as foreign language, and this study also important for the students to attention in the class during the communication process with the teacher.

   a. The teachers

   This result of the research can use as reference in English teaching, especially on the using of face threatening acts and face threatening acts and politeness strategy.

   b. The students

   The students will understand more about the using of face threatening acts and politeness strategy and the types.

2. Practical Significance

In practical significance, the research finding could be used by the other researcher and the author.

    a. Another researcher

The result of this research can help the other researcher to get information needed in his or her research about the using of face threatening acts and politeness strategies.

    b.   Author

The author can get the large knowledge and experience about the using of face threatening acts and politeness strategy

E.   Scope and Limitation of the Research

Based on the background of the research, the researcher limited this research only to the types of face threatening acts and politeness strategies used by English teachers on teaching learning process at MTs Darul Hikmah in academic year 2019/2020 using the theory of Brown and Levinson by analyze :

1.   The face threatening acts and politeness strategies were used by the teachers and student on teaching leraning process in Mrs. LY's class at seventh F grade in explanation text material, Mr. SS's class at eight B grade in explanation text material and Mr. SB's class at eight C grade in explanation text material at MTs Darul Hikmah Tulungagung in academic year 2019/2020.

2.   The most dominant face threatening acts and politeness strategy used by the teachers and student on teaching leraning process in Mrs. LY's class at eight F grade in explanation text material, Mr. SS's class at eight B grade in explanation

text material and Mr. SB's class at eight C grade in explanation text material at MTs Darul Hikmah Tulungagung in academic year 2019/2020.

3.   The particular strategy of face threatening acts and politeness strategies is performed by teachers and students during learning process.

F.   Definitions of the Key Terms

Some of key terms in this study are defined to avoid misunderstanding

1. Pragmatics

Pragmatics is the study of the conditions of human language uses as these are determined by the context of society.

2. Face Threatening Acts (FTA)

Face threatening acts are the acts making the addresser or addressee feel not at ease

3. Politeness Strategy

Politeness strategy is an effort to minimize the expression that makes uncomfortable

4. Classroom Interaction

Classroom interaction is practice done by teacher and students to enhance to cognitive and non-cognitive ability of students in the classroom