

CHAPTER I

INTRODUCTION

In this chapter, the researcher will present about background of the research, statement of research problems, objectives of the research, significance of the research, scope and limitation of the research, definitions of key terms, and organization of the study.

A. Background of The Research

The aim of this chapter is to explain the reasons behind this research and the aims of this research. The aims of this research are to describe politeness strategy that used by the students in classroom discussion.

Interaction's process is always done by the teacher and the students in the classroom. It happen even it is for teachers to students, students and teacher, and students to students, they should be polite to interact each other. It will supported the effective condition of teaching and learning activity. When the teaching and learning in the classroom run effective, there will be a harmonious condition that will make the process of enquiring new knowledge run well. But to be polite in interaction there should be a participants, context or setting, and function of the utterances. Participants here mean people who are engaged in an interaction. Context or setting deals with where the interaction takes place and whether it is a formal or informal interaction. Function of the utterances deals with why people do the communication and its purpose. (Brown and Levinson: 1987)

In doing interaction of course they use a language. Language as the core of the interaction. Without languag¹ is impossible for people to interact with others in their daily life because language can express people's feeling, willing, opinion, etc.

To make the interaction run well they should to speak smoothly, to make the hearer be able conveys our meaning well, to make our utterance respected by other the speaker should use “politeness strategy” that is strategy that make our language polite, Yule (2006:119) stated that politeness in general terms as having to do with ideas like being tactful, modest and nice to other people, politeness can be defined as showing awareness of and consideration for another person’s face.

Yule (1996:61) also stated within in social interactions, people generally behave as if their expectations concerning their public self-image, or their face wants, will be respected.

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.

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.

Alternatively, given the possibility that some action might be interpreted as a threat to another’s face, the speaker can say something to lessen the possible threat, this is called a face saving act. Face saving act which is oriented to the person’s negative face

will tend to show deference, emphasize the importance of the other's time or concerns, and even include an apology for the imposition or interruption, this is called negative politeness. A face saving act which is concerned with the person's positive face will tend to show solidarity, emphasize that both speakers want the same thing, and that they have a common goal, this is called positive politeness.

Watts (2003:86) states that Brown and Levinson postulate a set of five possibilities which are available to the speaker to do this. Ranging from the best case 'Don't do the face threatening act (FTA) to the worst 'Do the FTA and go on record as doing so badly and without any redressive action', i.e. without actioning for the FTA in any way. If the participant goes on record as doing the FTA, she or he can soften the blow by carrying out two types of redressive action, (a) by choosing a strategy aimed at enhancing the addressee's positive face or (b) by choosing a strategy which will soften the encroachment on the addressee's freedom of action or freedom from imposition while the strategy type 4 is off record strategy.

Brown & Levinson (1987) divide two types of politeness strategies; positive politeness strategy and negative politeness strategy. While there are some strategies to lessen FTA, they are bald on record strategy, positive politeness, negative politeness, off-record indirect strategy and don't do the FTA. It is agreed that the politeness is attributed with those strategies.

Yule (1996:65) also stated some strategy of politeness, they are solidarity strategy and deference strategy. Solidarity strategy is emphasizing closeness between speaker and hearer, this may be the principal operating strategy among a whole group or it may be an option used by an individual speaker on a particular occasion. Meanwhile, deference strategy is emphasizing the hearer's right to have a freedom, it can be the typical strategy

of a whole group or just an option on a particular occasion. It is also emphasizing the speaker's and hearer's independence, marked via an absence of personal claims.

In the classroom discussion, there is the core of interaction using language. The language are declared freely and naturally in the classroom discussion, especially for the students, the students are free to talk, to answer, to explain naturally with the language. They are accustomed to speak with their own style. Usually, their language is not as polite as their teacher. The teacher usually use polite language to explain the material even it is in the classroom discussion. But the students often use more natural language that they usually use in the daily interaction with their friends even in the process of explaining, arguing, questioning, or answering.

Many previous studies show about politeness strategy that used by teacher in constructing knowledge by the students, as like as *The Power of Politeness in The Classroom : Cultural Codes that Create and Constrain Knowledge Construction*. This study was done by Jane J. white (1989), she wants to analyze how kindergarten teacher and her students use speech as they actively engage in the formation of knowledge in a social studies lesson. She has found that the form of communication used in the classroom affects the content of the knowledge that the teacher and students mutually construct. She found that the polite discourse used by primarily teacher can strength their knowledge acquirement. more over there are some researchers that show politeness strategy that used by students only in the current course that need more discussion in the classroom. Students more use academic arguments in that course. The arguments are not closely related to the practical life, so they rarely to speak freely and naturally related to their own natural interaction language.

More over other study entitled *Strategies of Politeness in Classroom Interaction at English Department of STKIP PGRI Sumatra Barat* was also done by Hariyano

(2009). He tried to find out teacher's politeness strategy in their feedback as well as students' affection toward teachers' feedback through classroom observation, closed-questionnaires and structured-interviews. The approaches used in this study are based on politeness theory, e.g. Brown and Levinson, Leech, Grice, and Lakoff. The findings are as follows: three categories of PS are employed in teachers' feedback which are positive PS, negative PS and off-record PS; students, whatever the top ones or the underachieving ones, all prefer to the supportive verbal feedback, who expect the relaxed, happy and active learning environment.

Moreover, here the researcher wants to conduct a research on politeness strategy used by students in more general course such as Argumentative Speaking. From the previous studies, the study was conducted in analyzing the polite interaction and polite strategy used by the teacher to the students only. Here the researcher wants to know the polite interactions and politeness strategies used by teacher, students to students or teacher to students. That is the reason why the researcher chooses this topic. Furthermore, the researcher wants to describe even in the classroom discussion the students use politeness strategy or not, when they are explaining, arguing, asking or answering they are use the kinds of politeness strategy or not, what politeness strategy used by the students, and they perform face threatening act or they perform face saving act. In this case the researcher decides to choose the 4th semester of english department students in the academic year 2015/2016 as the subject of the research.

From the explanation above, the researcher is interested in conducting a research entitled "POLITENESS STRATEGY USED BY LECTURER AND STUDENTS IN CLASSROOM DISCUSSION".

B. Statement of Research Problems

Related to research background, the problems are formulated as the following:

1. What kinds of communicative function are found in students' classroom discussion ?
2. What are the politeness strategies used by lecturer and students in the classroom discussion ?

C. Objectives of the Research

Related to research problems, the objectives of the study are :

1. To describe what kinds of communicative functions are found in students' classroom discussion.
2. To describe what are the politeness strategies used by lecturer and students in the classroom discussion.

D. Significance of the Research

The findings of this study theoretically are expected to enrich the theories of politeness strategy in pragmatics, specifically the spoken language in classroom discussion. This study is useful to provide the information of what are politeness strategies used by fourth semester students in argumentative speaking classroom discussion. This contribution is in turn give tentative framework for a comprehensive analysis of politeness strategies and what communicative function mostly used.

Practically, because this research is focused on students in making agreement, question, offer, apologize and etc in argumentative speaking classroom discussion. Hopefully it is useful for students to know more about politeness strategies used by them in classroom discussion, the findings are expected for the teachers or the lecturers to help the learner learning about politeness strategy and communicative function well.

E. Scope and Limitation of the Research

This research is to investigate the politeness strategies used by fourth semester students in classroom discussion, exactly in argumentative speaking. The main aspects to be observed are the communicative function that are found and the lecturer's and student's utterances that contain politeness strategy and the utterances that contain FTAs in classroom discussion in that courses. The data resources are taken in argumentative speaking course of TBI fourth semester at State Islamic Institute of Tulungagung in the academic year 2015/2016.

F. Definitions of Key Terms

In this part, there are some explanation from the title entitled "Politeness strategies used by students in classroom discussion"

The definitions of key terms are bellows :

1. Politeness

They way of the speaker utterance the language to consider the person's face. It can be defined as the way speaker show awareness for another person's face when that other seems socially distant is often described in terms of respect of deference.

2. Politeness strategy

Strategy used to deliverd the utterances as polite as possible and minimize the FTA, and also to satisfy the hearer in order to construct good communication process. There are two types of politeness strategies; positive politeness and negative politeness strategy.

3. Communicative function

It is correspond to the speaker's intention in producing a given message for example the speaker's intention may be to request information, to thank, to deny approval and so on.

G. Organization of The Research

The organization of the research paper is given in orders to make the readers understand the content of the paper.

CHAPTER I: Introduction. In this chapter the researcher presents background of the research, research question, research objective, definition of the key terms, and organization of the research.

CHAPTER II: Review of Related Literature. It covers the teaching of speaking, students and speaking, kinds of students activities, information gap games idea, information gap procedures, speaking test, and previous study.

CHAPTER III: Research Method. This chapter discusses the methodology used in conducting this research. It presents the research design, setting and subject of the research, research procedure, observing, and reflecting.