

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher provides several points to convey the literature review of this research. It consists of pragmatics, speech and its functions and politeness strategies.

A. Pragmatic

Using linguistic competence properly is conducted by people who have a good ability of language. However, the speaker must consider what to say, what the condition and how to say to produce the hearer's good perception and good result in communication. Beside it, misunderstanding between speaker and listener must be avoided.

According to Mey (2001), the study of using language communication based on the consideration of conditions in society is called pragmatic. Pragmatic is an important role to produce the perception of language for EFL learners. It means, when the EFL learners have enough knowledge about pragmatic, they will be easier to produce the appropriate perception of meaning related to the intention of speech based on situations. Sometimes, there are some difficulties to get the intention of speech in the meaning of non-native speaker that caused by different social-cultural and background in the learning process.

Fetzer (2011) states that pragmatic as the linguistic concept has a relation with communicative activity, and anything related to context, action,

people involved, environment and utterance of production. According to Crystal (1987); Pragmatics discusses some factors to manage what language that we used to consider the effect of language in social interaction. The effect of language that people produce must be considered to avoid dissatisfaction hearers in the meaning of a conversation.

Leech (1983), showed that pragmatic is a study of meaning and the way how the people produce their speech in the proper situation provided. There are five aspects of pragmatics:

- a. Hearer and speaker
- b. The utterances in context. Leech said that the utterance is relevant to the context of the situation of social and physical which is emphasized on the background of knowledge.
- c. The purpose of utterances is conveying the intention of meaning through its utterance.
- d. The utterance is an activity and act in which verbal utterance also can be done as the activity.
- e. The utterance of verbal action tends to identify the sign. But it can be similar to language which contains the sentence in the short or long term.

The more important aspects of pragmatics have indicated that it is the study of meaning that is related to speech-making situations. Every speech has its functions under situation and purpose. Generally, people produce

speech in order to convey what they mean. Especially in the education world, understanding the functions of speech is very important to be successful in a learning activity.

B. Speech

a. Definition of speech

Speech is what said by the speaker in front of the audience. Fosnot (1996) states “Speech is the vocalization form of human communication. It is based upon the syntactic combination of lexical and names that are drawn from very large (usually > 10,000 different words) vocabularies”.

In relation to speech, Rasyid (1997) stated that talking is one of the most behaviors done by the teacher in front of the students. Sometimes this behavior becomes a difficult thing for a teacher. Yanfen and Yuqin (2010) showed that teacher talk can make a positive situation and friendly relationship between the teacher and students in the classroom. Beside it, teacher talk also is able to provide an opportunity for interaction. Hornby (1997) stated that talk has some meanings. They are conversation or discussion, talking without action, a lecture or speech, formal discussion or negotiations, and a way of talking. Richard (1992) classified the aspect of teacher talk into three aspects.

a. Psychological aspect

It is related to the voice that the teacher said. The teachers must manage their voices during classroom interaction.

b. Interpersonal aspect

It is related to how the teachers use appropriately structured utterances base on context situations.

c. Pedagogical aspect

It is related to the way of the teacher to organize the lesson that will be conveyed in order to be good interaction.

C. Classification of Speech Functions

Halliday (1994) classified the types of speech functions into four functions. They are statements, offers, commands, and questions. The following are an explanation of speech functions:

1. Statement

Grolier (1994) states that statement is a way of giving information by stating or the act of stating in speech and writing. The statement can be positive and negative. In linguistics, a sentence is an expression of natural language, grammatical and lexical unit containing one or more words. Including different concepts, and combined to make a meaningful statement, question, request, and command. In other words, the statement

can be called declarative. Usually, the statement is ended by a period, but when the statement is strong, it could be ended by an exclamation mark. The declarative sentence contains a subject and predicate as the normal sentences. Beside it, the sentences include different properties with natural language such as characteristics of intonation. For example:

- a. This is a new life for you
- b. The new taste is here now
- c. The new era has come to you now
- d. Here is the time for you to change.

2. Offer

According to Grolier (1992), offer is an expression of willingness to give or do something or to forward acceptance or rejection. Offers can be a way to give information or services in order to encourage the listener to accept them. An analysis of offering and acceptance is a traditional approach to contract law which is used to decide whether any agreement or not between two parties. A contract can be said existence if acceptance of the offer has been communicated to the offered by the offeree. Collin (1990) explained that clause can be called as an offer if it is begun with one of the modals and followed by a subject. For example:

- a. Have some more!

- b. Please, be here!
- c. Have fun with us!
- d. Come to Marlboro country!
- e. Welcome to our new life!

3. Command

Grolier (1992) defined command as giving information and better services by forcing the listener to do or give something. Command also is a way to get something and service using an imperative statement whether in the form of negative or positive. The subject is lost in command sentence but the predicate is begun and ended with mark (!) or period. But when a command is ended by mark (!), it shows that the author is giving an order with strong emotion. Base on the Collins (1990) stated a clause can be called as the command when the subject is omitted and the base form of the verb is used. In order words, the clause is started with a verb. A command sentence also can be called as a direct command to someone or make a request. For example:

- a. Bring your money here!
- b. Change your life now!
- c. Taste this food!
- d. Spend your life with us now!

4. Question

According to Grolier (1992), a question is a form of interrogative sentence that used to get confirmation or ask something or an inquiry that needs to be called and replied. It can be used information question (wh-question) or yes/no question which need to answer by the listener. Usually, an interrogative sentence is ended by a question mark but it also can be ended by exclamation mark when the strong feeling is used. Collins (1990) said that a clause can be mentioned as a question if the subject is placed after the main verb or auxiliary verb. For example:

- a. Did the boy cut his nails?
- b. Do you know the girl?
- c. Is that true?
- d. Have a problem with your life?

D. Politeness Strategy and Its Types

According to Lakof (1976), politeness is the one of behavior that applied in society to avoid friction of personal interaction. It is like be habitual in society, to identify that the people are good or not they will view from politeness behavior. Then, Sifianou (1992) argued that politeness is the way to hold feelings and emotions to avoid some conflicts. It can be admitted in society when the people do not use politeness in their utterances or

behavior, it will appear some conflicts to the speaker and hearers. The impact of that condition is a misunderstanding of intention.

Based on Brown and Levinson (1987) statement, politeness can be called the redressive action that used to make a balance from the effect of face-threatening acts (FTA). The notion of “face” is introduced by a sociologic named Erving Goffman. A face can be defined as the picture of self-image of social attributes. It means that the face is similar with honor, pride, a public self-image. According to Goffman (1955), everyone has two needs in the social process. The first is needs to be appreciated. It is mentioned as a positive face. The second is need to be free. It is mentioned as negative face. Everyone wants to protect each other face, otherwise face-threatening acts (FTA) will happen such as offended and annoyed.

According to Yule, the face is the public self-image of a person. It shows the feeling of emotional and social of self that everyone has and expects everyone else to recognize. Certain communicative acts is representing a threat on the face needs of interlocutors. FTA is mentioned as utterance or action that threatens a person face. However, Brown and Lavinson (1987) classified four strategies to deal FTA.

a. Bald on record

According to Brown and Lavinson (1987), bald on record is used, when the people in the situations of urgency. Bald on record refers to the clarity and efficiency and also conducts nothing to

minimize threats of the face from the hearer. In other word, bald on record strategy is following what it says directly without doing anything to minimize the threats of the hearer. It means that the utterance is clear. For example I want some water. Bald on record strategies is distinguished into two:

1. Non-minimization of a face threat.

It is used to get maximum efficiency as the main importance. This strategy can be found in some cases such as:

- a) Great urgency and desperation, for example, screaming to get helping (“wacht out!”)
- b) The task of oriented interaction, for example, asking someone to help in holding one of the parts heavy material.
- c) Interaction in a noisy environment in order to the hearer can hear what speaker mean. It can be called as the case of channel
- d) The speaker wants to satisfy the hearer’s face eventhough the speaker has a powerful or does not care there is no cooperation from the hearer. For example the interaction between the teacher and students.

e) The speaker wants to be rude without being offensive.

f) The speaker gives sympathetic, advice and warnings.

g) The speaker gives permission the hearer's requested.

2. Case of FTA-oriented

This strategy is oriented to the face that illustrate the way to get respect for face involving orientation, for example greeting, offering and welcoming.

b. Positive

Brown and Lavinson (1987) stated that *“This strategy tries to minimize the threat to the audience's positive face. This can be done by attending to the audience's needs, invoking equality and feelings of belonging to the group, hedging or indirectness, avoiding disagreement, using humor and optimism and making offers and promises”*. So that Positive strategy is giving a positive face to the hearer in order to minimize the potential of FTA and building friendly in a relationship. The speaker tries to make the situation more comfortable. According to Wagner (1994), positive politeness can be classified as the approach of involvement by the speaker and hearer. For example: is it OK for me to have some water?

There are some varieties of positive politeness strategies which presented as follow:

1. Notice, attend to hearer (his interest, wants, needs and goods).
 2. Exaggerate (interest, approval, sympathy with the hearer)
 3. Intensify interest to the hearer
 4. Use in group identity
 5. Seek agreement
 6. Avoid disagreement
 7. Presuppose/ raise/ assert common ground
 8. Jokes
 9. Assert or presuppose S's knowledge of and concern for H's wants
 10. Offer, promise
 11. Be optimistic
 12. Include both S and H in the activity
 13. Give or ask for the reason
 14. Assume or assert reciprocity
 15. Give gifts to H (goods, sympathy, understanding, cooperation)
- c. Negative

Negative politeness strategy is trying to avoid the face threat of hearer. In this strategy, the speaker wants the hearer to give what the speaker wants but it also shows that the speaker uses

the way imposing hearer. According to Brown and Levinson (1987), a negative politeness strategy is preferred to use because it refers to safer for peace. For example: I don't want to bother you but, would it be possible for me to have some water. Brown and Levinson (1987) said *“This strategy tries to minimize threats to the audience's negative face. An example of when negative politeness would be used is when the speaker requires something from the audience but wants to maintain the audience's right to refuse. This can be done by being indirect, using hedges or questions, minimizing imposition and apologizing”*.

The typology related to negative politeness strategies with an example for each are presented as follows:

1. Be indirect by using a question
2. Forgiveness or apologizing.
3. Minimizing imposition by indirect question to show deference..
4. Pluralizing by the responsible side to show deference.
5. Be conventionally indirect
6. Be pessimistic
7. Impersonalise S and H
8. State the FTA as the general rule
9. Nominalise
10. Go on record as incurring debt, or as an indebted Hearer

d. Off record

According to Brown and Levinson (1987), off-record is an indirect strategy in which the face is not threatened directly because it depends on the hearer's deduction of the speaker's intention. The speaker produces utterances accidentally or says something implied about what the speaker wants, then the hearer does without coercion. It means that the speaker tries to avoid FTA. For example: it is so hot. It makes you really thirsty. There are some kinds of off-record strategies:

1. To give hints
2. To be vague or ironic
3. Give association clues
4. Presuppose
5. Understate
6. Overstate
7. Tautologies
8. Contradictions
9. Use metaphors
10. Use rhetorical question
11. Be ambiguous
12. Over generalize
13. Displace H

14. Be incomplete, use an ellipsis

In conclusion, pragmatics is the study of meaning and the way people produce speech in certain situations. Generally, the teacher is a person who has many opportunities to produce the speech in to convey the material in the learning. Each speech produced by a teacher has its functions by following the teacher's goal. Besides it, the students also provide feedback using utterances or actions based on the teacher's speech functions. When students give feedback by using speech, then they also have to say it politely. In this case, the researcher conducts the research to discover the functions of speech used by English teacher and types of politeness strategies used by EFL learners during the learning process.