CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides some theories to support the analysis. The researcher will discuss some theories such as the definition of the functions of speech and the definition of politeness strategies.

A. Definition of The Function of Speech

Speech act theory (SAT) is one of the core issues of modern pragmatics, as stated particularly by the Oxford philosopher. Austin (1962) and expanded by his student Searle (1969) and other scholars such as Back, and Harnish (1979). The speech acts of any languages provide their speakers with culture-specific categories of verbal interaction. Besides, cultures may differ in the rules when certain speech acts can be appropriately performed.[1] On the other hand, speech act means we are talking about language which has an intention but it is not only about expressing the truth or the falseness of statement more than that, it is about language used to do something. Austin and Searle argued that language is used "to do thing" other than just refer to the truth or falseness of particular statement.[2]

In study of linguistics, linguistics deals with spoken language (speech) and written language. It is the relationship between language and speech, either spoken and written consisting of the use of words in a structured and

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[1] Hadher Hussein Abbood Ad-Darraji,et. Al, "Offering as a Comissive and Directive Speech Act : Consequence for Cross- Culture Communication", *International Journal of Scientifi and Research Publications*, 2(March,2012), 1-5.
[2] Brian Paltridge, *Discourse Analysis* (New York: Continuum,2008), 55.

convensional way. Therefore, writing related to sentences, while speaking related to utterances. The features of spoken language defined as utterances or speech.

The classroom interaction refers to the interaction between the teacher and the students, and among the students. In classroom setting, interaction in the target language plays a significant role, both as the medium through which language is practiced and a platform for student participation in the lessons.[3] It shows that teachers and learners together are the contributing source in managing the classroom interaction and at the same time managing these learning opportunities. On the contrary, the interaction between the teacher and the students in the classroom is different from the common interaction in daily life or daily activities, and thus needs to be investigated under different function of speech. The teacher-student interaction in class is influenced by their pragmatic knowledge, how to behave and respond in different situations and contexts.[4] Besides, classroom is a place where pragmatic instruction can occur.[5] According to Sulu, each utterances have different functions in speech. However, it is important to remember that the meaning of language depends on its actual use, and may not exactly coincide with an utterance.[6]

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[3]Mbaga, S, "Classroom Interaction: A Key to Effective Teaching and Learning in Secondary Schools in Tanzania. A case of Arusha City". *General Education Journal,* 1 (2015), 44-52.
[4]Senowarsito, "Politeness Strategies in Teacher-Student Interaction in an Efl Classroom Context", *TEFLIN Journal,* 1 (2013), 82-96.
[5]Grossi, V, "Teaching pragmatic competence: Compliments and compliment responses in the ESL classroom", *An Australian Journal of TESOL*, 2 (2009), 53-62
[6] Sulu, A, "Teacher's Politeness in EFL Class", *International Online Journal of Education and Teaching (IOJET),* 4 (2015), 216-221

Jiang argues that teachers have different roles in the class. Based on her teaching experiences, she suggests the following functions for analyzing the classroom speech of teachers. Where the functions of speech based on Jiang are related to the teacher's roles in the class. She said that all classroom speech acts of the teacher can be categorized according to these functions. They are instructional, motivational, evaluative, and managerial. Since traditionally, the teacher controls learning and behavior in the classroom with these kinds of speech acts. Moreover, teachers are supposed to have much knowledge and experience, they are the guiders in the classroom learning activities, and to enjoy more authority over students and have more power than student.[7] Therefore, the control speech acts of the teacher can be referred to these acts.

In this research, the researcher prefers to use these functions of speech to analyze the teacher's speech in the class, because these functions are more appropiate to be use in analyzing the teacher's speech in the classroom interaction context. As the researcher puts above, the classroom speech functions suggests by Jiang can be analyzed under four categories: instructions, motivation, evaluation, and classroom management.

1. Academic Instructions

This refers to the teacher's academic presentation, answering students' academic questions, and supportive and corrective feedback. Look at the following sentences:

a) *Let's begin today's class.*

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[7]Peng, L., Xie, F., & Cai, L, A Case Study of College Teacher's Politeness Strategy., 110-115.

b) *We will learn a moving story today, it's about a widow.*

c) *I'd like you to read the new words after me, please.*

d) *So much for the new words, stop here, please.*

e) *Please find a word which means "satisfactory".*

f) *Please tell me what the author tell us in paragraph two.*

g) *Shall we go on?*

h) *Who would like to come to the blackboard?*

i) *Can you show me the difference between the two words?*

j) *Turn to page 115, look at the first line.*

k) *Next time, we will study unit 9, preview it and hand in your homework as soon as possible.*

2. **Motivation**

Motivation refers to various acts aimed at activating students such as their participation, academic questions, and initiative feedback. The following are the examples:[8]

a) *Hey, guys, what are you doing? Why are you so sleepy?*

b) *Wang Qun, you give us a presentation, ok?*

c) *Shuo, tell us the story "The yellow ribbon around the old oak tree", all right?*

d) *Just say it in your own words, I know you can, have a try, will you?*

e) *It's quite necessary to request English learners to speak English. Don't keep silent!*

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[8]Jiang, A Case Study of Teacher"s Politeness., 651-655.

f) *It's not a good habit to memorize the new words from the word list. Get help from the text!*

3. Evaluation

Evaluation is indispensable in English class. It refers to teacher's positive and negative feedback which is very important to students. It can encourage as well as discourage the students.[9] The examples of Evaluations:

a) *Good! You are right!*

b) *Exactly!*

c) *Well done!*

d) *Perfect! Sit down please!*

e) *Maybe first you should read the directions carefully.*

f) *I am sorry, I mean translate this sentence into Chinese.*

g) *Maybe it's my fault, I didn't emphasize that in the previous class.*

4. Classroom Management

This refers to discipline instructions, discipline directives (orders, requests, questions, and calls), procedural instructions, and procedural directives.[10] Examples:

a) *Be quite, please!*

b) *Stop talking, please!*

c) *Now talk with your partner about this problem.*

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[9]Peng, L., Xie, F.,& Cai, L, A Case Study of College Teacher's Politeness Strategy, 110-115.
[10]Ibid.

d) *Divide into groups, please.*

e) *Why don't you sit closer?*

f) *Be quick, you have only five minutes.*

These roles of classroom teacher's speech investigated in line with the politeness strategies used by the teacher in classroom interaction.[11] 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.

B. Definition of Politeness Strategies

1. Politeness Theory

Pragmatic competence as "the knowledge of how an addressee determines what a speaker is saying and recognizes intended illocutionary force conveyed through subtle attitudes" . Without this knowledge, there are cases where interlocutors cannot understand each other and failure in communication occurs. One important aspect of pragmatic competence is politeness.[12]

Politeness is the use of the right word or phrase in the proper context, which is determined by the rules that are prevalent in society.[13] Moreover, it is social phenomenon that is usually applied by people whether they

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[11] Jiang, A Case Study of Teacher's Politeness., 651-655.
[12] Seyyed Mohammad Reza Adel, Mohammad Davoudi, Akram Ramezanzadeh, "A Qualitative Study of Politeness Strategies Used by Iranian EFL Learners in A Class Blog", *Urmia University. Iranian Journal of Language Teaching Research*, 1(January, 2016), 47 – 62.
[13] Monsefi, M., Hadidi, Y, "Male and Female EFL Teachers' Politeness Strategies in Oral Discourse and their Effects on the Learning Process and Teacher-Student Interaction", *International Journal on Studies in English Language and Literature (IJSELL),* 2(2015), 1-13.

realize or not. For example, when you meet someone in street and you know them, you should greet them. If you do not do it, it is impolite because it would be caused the person lost his or her face.

Under politeness theory developed by Brown and Levinson (1987), there are two kinds of faces. The first is positive face. It is the hearer's desire to be appreciated and liked. In other words, one likes one's self-image to be approved by other people. This is comprised of seeking agreement, solidarity, reciprocity or in-group membership markers (e.g., dear, buddy, honey, sweetie, dude). The second is negative face. It is the hearer's desire not to be impeded by others, freedom of action and freedom from imposition (e.g., being indirect, giving deference, being apologetic).

Politeness is influenced by P (power), D (distance), and R (relationship), and also affected by speech events.[14] The first is power. It refers to the ranking, status of the two people. Another word power here is asymmetric relationship between speaker and hearer. For example, when people talk to her/his friends, the power will be different if the people talk to president or someone who has the high rank or status. The next is distance. It refers to the degree of social familiarity of the two people. Familiars usually are more casual and more polite with each other . The third is relationship. It refers to how much the FTA would impose on the hearer. For instance, there is someone wants to borrow your car and

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[14] Senowarsito, Politeness Strategies., 82-96.

another person wants to borrow your book. It means that borrowing a car and a book are different because you will be easier in borrowing the book to your friends than car.

To avoid the FTA (face threatening acts) of the hearer, it is better for the speaker to know about politeness strategies. In the same way that politeness has status as a commonsense notion in our everyday existence, the idea of face appears in our everyday language in phrases such as face-saving, face-threatening or to lose face.[15]

Theory of politeness indicates that people apply different politeness strategies to protect others' face when addressing them. Meanwhile, the concept of Chinese politeness, which emphasizes the notion of face. Face in the context of China is not considered as psychological desire, but as societal norms. Individual behavior must conform to the expectations of society on respect, modesty, and warm and sincere attitude.[16] Politeness is the basis for maintaining and improving communication.[17] It is based on status and social level, power and structures of kinship, and situation (formal or informal).

Brown and Levinson (1987) outline four main types of politeness strategies including bald on-record, positive politeness, negative politeness, and off-record (indirect).

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[15] Khorshidi, H, "Politeness in Study Abroad", *International Research Journal of Applied and Basic Sciences,* 3 (2013), 324-333.

[16] Gu, Y, "Politeness Phenomenon in Modern Chinese", *Journal of Pragmatics*, 14(1990) 237-257.

[17] Ide, S, "Formal forms and discernment: Two neglected aspects of universals of linguistic politeness", *Multilingua*, 2-3 (1989), 223-248.

As quoted by Nevalainen, according to Brown and Levinson "bald on-record strategy is a direct way of saying things, without any minimization to the imposition, in a direct, clear, unambiguous and concise way" . Besides, this strategy is used to make simply sentence. This is since the hearer can understand the meaning of the utterance easily. It happens when the speaker choose to do FTA (face threatening act) baldly without any redress action, in case speaker's need to be efficient or urgent is greater than speaker's need to maintain hearer's face . Moreover, it usually used when speaker has close relationship with hearer such as family or close friend.

Positive politeness is commonly used in situations where the interlocutors know each other fairly well. For example, positive politeness strategy is a request such as *"I know you've been really busy lately, but could you type this letter for me?"*

Negative politeness is presumes that the adressee's negative face is potentially threatened if the speaker does not show the respect to the adressee. By uttering a direct request such as *"I need $50"* the possibility is that the speaker may not get what she/he wants if her/his addressee's negative face is uncomfortable. However, by using a negative politeness strategy such as *"If it is possible, I would like to borrow $50 from you. I need some money to purchase an important book"* it is more likely that the speaker will achieve his/her goal because he/she gives more freedom of choice to the adressee.

Off-record uses indirect language and removes the speaker from imposing his/her will on the addressee. For instance, *"It's getting hot in here"* the speaker may suggest that addressee would open the windows or turn on the air conditioning without directly asking him/her to do so.

2. **Brown and Levinson's positive politeness and bald on-record strategies**

Based on four kinds of politeness strategies, the writer will focus on positive politeness and bald on-record strategies. This is because both of these strategies are most frequently used by the teachers in the classroom and most related to the classroom interaction context. Moreover, it supported by Arezoo and Saeed that conducted the other research about EFL teacher's politeness strategy use in classroom that the teachers tended to use politeness strategies on a regular basis with positive politeness and bald on-record as the prominent ones.[18]

Positive Politeness

Positive politeness strategy shows that your hearer has a desire to be respected. It means that hearer could possibly have good friendship with the speaker. Positive politeness is aproach that minimizes social distance. It is usualy seen groups of friends, or where people in the given social situation know each other fairly well. Moreover, it is oriented towards an individual's positive self-imsge and emphasizes the need for association

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[18] Arezoo, M & Saeed, T, "EFL Teacher's Politeness Strategy Use in Classrooms: Iranian EFL Teachers in Focus"., *Modern Journal of Language Teaching Methods (MJLTM),* 5 (2015). 742-747.

between teachers and students.[19] In addition, it gives importance to the hearers' face, minimize the potential threat of an FTA and the relationship is friendly (e.g. Is it ok for me to have some water?).[20] Therefore, Positive politeness could be defined as an involvement-based approach made by the speaker for understanding, approving of, and admiring the positive image of the hearer.

There are fifteen strategies are addressed to positive face and some examples of positive politeness.[21] The strategies are:

1. Notice, attend to Hearer (his interest, wants, needs, goods)

    In this strategy, the speaker should notice the condition of the hearer (noticeable changes, remarkable possessions, anything that looks as though hearer would want speaker to notice and approve of it). For example, *You must be hungry; it's a long time since breakfast. How about some lunch?*

2. Exaggerate (interest, approval, sympathy with Hearer)

    This strategy is done with exaggerated intonantion, stress, and other aspects prosodic in showing any interest, approval or sympathy toward the hearer; as well as with intensifying modifiers such as absolutely, very, exactly, for sure, marvelous, extraordinary, and ezquisite. For example: *What a fantastic garden you have!*

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[19]Monsefi, M & Yaser, H, "Male and Female EFL Teacher's Politeness Strategies in Oral Discourse and Their Effects on the Learning Process and Teacher-Student Interaction", *International Journal on Studies in English Language and Literature (IJSELL),* 3(2)(2015), 1-13.

[20] Wagner, L.C, "Positive and Negative Politeness Strategies: Apologizing in the Speech Community of Cuernavaca, Mexico", *Intercultural Communication Studies,* 13(2004), 19-27.

[21] Richard J. Watt, *Key Topic of Sociolinguistics: Politeness* (Cambridge: Cambridge University Press, 2003), 89-90.

3. Intensify interest to hearer in the speaker's contribution.

   Speaker wants to share his interest to H as a form of S's contribution into the conversation. Therefore, S exaggerates facts as well as he makes good story to draw H as a participant into the conversation, ans H also usually uses tag question like *"what do you think?"*. Sometimes, this can involve switching back between past and present tenses. For instance, " *I never imagined that there were thousand beautiful girls in Jim's party last night!"*

4. Use in-group identity markers

   By using any of the innumerable ways to convey in-group membership, S can implicitly claim the common ground with H that is carried by that definition of the group. These include in group usages of address forms, of language or dialect, of jargon or slang, and of ellipsis. like mate, honey, dear, babe, mom, brother, sister, cutie, sweetheart, and guys. For example, *"Come here, honey"*

5. Seek Agreement

   The raising of "safe topics" allows S to stress his agreement with H and therefore to satisfy H's desire to ne "right", or to be corroborated in his opinions. Agreement may also be stressed by repeating part or all of what the preceding S has said in the conversation and by using that function to indicate emphatic agreement ('yes', 'really', etc) whenever someone is telling story. For instance, *"There was flood in my hometown" "Oh my God, flood!"*

6. Avoid Disagreement

   S may go in twisting their utterances so as to appear to agree or to hide disagreement-to respond to a preceding utterance with 'yes, but . . . in effect, rather than a blatant 'No'.

   For example:

   H: "How the girl looked like, beautiful?"

   S: "Yes, I think she is quite, but not really beautiful, she is certainly not really ugly."

7. Presuppose/Raise/Assert Common Ground

   S is talking about unrelated topics to show that S is interested in H as the mark of friendship and does not come only to impose him. For instance, *"You look so bright today. It must be MU had defeated Chelsea, right? By the way, can you take me to the airport this afternoon?"*

8. Joke

   Jokes can be used to stress the fact that there must be some mutual background knowledge and values that S and H share. That is why, the strategy of joking may be useful in diminishing the social distance between S and H. For example:

   A: "great summer we're having. It's only rained five times a week on average."

   B: "Yeah, terrible, isn't it?"

9. Assert or presuppose S's knowledge of and concern for H's wants

It is the way to indicate that S and H are co-operators, and thus potentially to put pressure on H to cooperate with S. S wants to assert and imply knowledge of H's wants and willingness to fit one's own wants in with them. For example, to receive the speaker's request. Negative questions sometimes have a function to achieve such situation for example for request of offer, *"look, I know you can't bear parties, but this one will really be good do come."*

10. Offer or promise

Speaker claims that whatever hearer wants, speaker will help to show speakers good intentions in satisfying hearer's postive face wants. Even if the offers or promises are false, they demonstrate speaker's good intentions in satisfying hearer's positive face wants. For example: *I'll drop by sometimes next week.*

11. Be optimistic

Speaker assumes that hearer wants speaker's wants for speaker and will help to obtain them. This usually happens among people with close relayionship. For example, *"I know you're always glad to get a tip or twoon gardening, Fred."*

12. Include both S and H in the activity

S manipulates the subject of an activity is done together. It is used when the speaker and hearer have an activity. It ussualy using "we" form when speaker really means "you or me". Inclusive form "we" is

usually used in the construction 'let's'.For example; when she is asked if she has any chocolate. A sweetshop woman said: "*Let's just go into the back room and see if we have any*".

13. Give or ask for reasons

S uses H as the reason why S wants something so that it will seem reasonable to the hearer. S assumes (via optimism) that there are no good reasons why H should not or can not cooperate. For example: *"Why do not lend me your cottage for the weekend* or *why do not we go to seashore."*

14. Assume or assert reciprocity

Brown and Levinson stated this strategy is done by giving evidence of reciprocal rights or obligations obtaining between S and H. Thus, S may say, in effect, "I'll do x for you if you can do y for me". For instance, " *I'll tell you what it looks like if you tell me where she is now."* Other example, *"I will give you the bonus if you can sell a machine."* This trategy is commited to expect feeback from the hearer to obey what the adress or want*s*.

15. Give gift to H (goods, sympathy, understanding, cooperation)

S satisfies H's positive face want by giving gift, not only tangible gifts, but human relation wants which are the wants to be liked, admired, cared about, understood, listened to, etc. In other words, this strategy is usually used for the benefit of H. Example: *"you're such a good girl. Would you help me to move these books?"*

Bald On-Record

Bald on record, is a direct way of saying things, without any minimization to the imposition, in a direct, clear and concise. It claim that the prime reason for bald on record usage may be stated simply: in general, whenever S wants to do the face threatening acts with maximum efficiency more than someone wants to satisfy H's face, even to any degree, they will choose the bald on record. Besides, bald on record strategy is the strategy which not minimization the hearer's face, the speakers speak direct in their utterances. It will reveals any question about this strategy such what circumstances bald on record are used by speakers, what factors influencing the characters choosing this strategy, and how the impact that reveals in use of this strategy.

The speaker can choose from these strategies if she or he wants to perform the FTA or she or he can choose not to perform the FTA. The size of the threat varies and so does the redressive action of strategies, thus the speaker can choose a right kind of strategy for a particular FTA.[22] Nevertheless, this strategy is commonly utilized with people who know each other very well and also very comfortable in their environtment, such as family or close friend. There are two cases of Bald On-record, they are:

1. Cases of non Minimization of the Face Threat

The speaker provides no effort to minimize threats to the heare's face. Sometimes, it is essential no face redress, in case urgency and desperation.

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[22] Brown, P & Levinson, Universals in Language usage (Cambridge:Cambridge University Press,1987), 65.

Redress would actually decrease the communicated the urgency. For instance, *watch out!.* The example show that the speaker does not care about the hearer's face because it is used in case of emergency.

2. Cases of FTA oriented bald on-record usage

It is assumed that this strategy is oriented to the hearer's face so that the hearer will be especially preoccupied. It is usually in welcoming farewells and offers. For example, *"come in", I'm free. " I have no plan for Saturday night".* These example can be associated as an offer or an invitation. So, the hearer feels unwilling toward those.

C. Review of Previous Studies

There are several studies that has been conducted by researchers concerning to the speech functions and politeness strategy. The first one has been done by Seyyed Mohammad Reza Adel, Mohammad Davoudi, Akram Ramezanzadeh, entitled "A Qualitative Study of Politeness Strategies Used by Iranian EFL Learners in A Class Blog". Based on the findings of the study, the participants primarily used indirectness strategies. Students also frequently (in 60% of their posts) used emoticons when they were interacting with their peers.[23]

The second study comes from Senowarsito with a study about "Politeness Strategies in Teacher-student Interaction in An EFL classroom Context". The researcher explores politeness strategies used by teacher and students in two 90-minute English lessons in a senior high school. He uses

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[23] Seyyed, A Qualitative Study., 47-62.

video-recorder from two different classroom settings where English is the object and the medium of teaching learniing process. The result shows that teacher and students bassically employed positive, negative, and bald on-record strategies.[24]

The third study is "The Power of Politeness in The Classroom" by Jane J. White. In the findings of her analysis, she claims that the form of communication used in the classroom affects the content of the knowledge that the teacher and students mutually construct.[25]

The fourth study comes from Riris Hidiyawati, with her thesis entitled "The Analysis of the Functions of Speech and Politeness Strategy in Classroom Interaction at SMK Negeri 1 Driyorejo, Gresik". She describes about the analysis of the functions of speech and politeness strategy that the teacher used in classroom interaction. This is because language that used by the teacher in the classroom is able to influence the student's characters in life. The researcher uses class XII and class X of SMK Negeri 1 Driyorejo, Gresik. The subject of her study is an English teacher. The researcher observes and records the classroom interaction. The data taken from three meetings of the teacher's teaching schedules. From the finding of the research, the researcher finds out the types of politeness strategies used by the English teacher in the classroom interaction. They are positive politeness strategy and negative politeness strategy. Therefore, the result of the study shows that the English teacher used eight strategies from fifteen strategies of

[24] Senowarsito, Politeness Strategies., 82-96.
[25] Jane J. White, "The Power of Politeness in The Classroom". *University of Maryland Baltimore County. Journal of Curriculum and Supervision,* 4(Summer, 1989), 298 – 321.

positive politeness strategy and two strategies from ten strategies of negative politeness strategy.[26]

The fifth study is "EFL Teachers' Politeness Strategy Use in Classrooms: Iranian EFL Teachers in Focus" explains how are politeness strategies used by Iranian EFL teachers in their interactions with EFL learners in the class. They get the data by recording the whole process of class activity. The researcher use the classes of 10 male teachers in language institutes in Isfahan, Iran. After transcribing and analyzing the data, the researcher observe that a distinct pattern in the teachers' activities emerged with an emphasis on academic instruction and evaluation as the most frequently used activities. The researcher use speech act theory introduced by to analyze the data. Then, the researcher classifies it into politeness strategies based on Brown and Levinson's theory. The result of the study shows that the teachers tended to use politeness strategies on term of positive politeness and bald on-record in the classroom.[27]

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[26] Riris Hidiyawati, "The Analysis of the Functions of Speech and Politeness Strategy in Classroom Interaction at SMK Negeri 1 Driyorejo, Gresik", (Surabaya: Sunan Ampel State Islamic University, 2016), 80.
[27] Arezoo, EFL Teacher's Politeness., 742-747.