

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature. It includes Politeness in Linguistic, Concept of “face” and FTA, Brown and Levinson’s Politeness Strategies, and The Previous Studies.

A. Politeness in Linguistic

According to Brown and Levinson, politeness is closely related to the social construction and social relationship between the speaker and the hearer. Besides, politeness is one of fundamental aspects in pragmatic because it is the universal phenomenon in using language and social context.¹ From the theory that is stated by Brown and Levinson, the researcher concludes from linguistic overview as human that has interaction in our daily life. Of course it should pay attention to our partner’s hearing. It is because our partner has sensitivity in hearing what the speaker speaks.

Politeness is closely related to the social relationship between the speaker and the hearer in the communication. How we can say something by knowing the feeling that appears in communication process. Besides, politeness is also the way to apply it in social communication.

In linguistic, the level of politeness in language can be considered by their age and also position. Such as the manner of using politeness in Javanese, they use the honorific in conversation with others. Javanese divides the honorific into three parts, those are : karma inggil, kramamadya and ngoko. Each of them has different level of politeness. Javanese tend to speak using kramainggil if they talk to the σ 7 people and people who have higher status and using

¹Penelope Brown and Stephen Levinson, *Politeness : Some Universals in Language Usage*, (Cambridge : Cambridge University Press,1978)

kramamadya if they talk to the people who have same status and the last Javanese uses ngoko if they talk to the younger people or people who have lower status than them.

People will appreciate more to the person who talks more polite and does good action only. If people do not have enough politeness to apply or interact with someone in a society, they will consider giving unexpected respond. It is appropriate with the theory that state by Brown and Levinson's theory that politeness are developed in order to save the hearer's face. In this case, face refers to the respect that an individual has for him or herself and maintaining the 'self-esteem' in public or private situation.² This theory is the main theory that used by the researcher as her analysis of the studies.

B. Concept of Face and FTA

According to Brown and Levinson's theory that politeness are developed in order to save the hearer's "face". Face refers to the respect that an individual has for him or herself and maintaining the 'self-esteem' in public or private situation. Usually it is used to avoid embarrassing and disturbing of the other person or avoid feeling uncomfortable.

Next, Goffman, the social psychologist who introduces the concept of 'face', defines that face is the positive social value that a person effectively claims for himself by the line others assume has taken.³

On the other word, face is the image that a person project in his social contact with others. Furthermore, each participant in the social process has the need to be appreciated and the need to be free and not interfered by others. He calls the need to appreciate as positive face and the need not to be disturbed as negative face.⁴

² Brown and Levinson, *Politeness : Some Universals in Language Usage*

³ Renkema, *Discourse Studies : An Introductory Text Book*, 13.

⁴ Ibid

Brown and Levinson also state that face consists of both positive and negative face. Positive face refers to the positive self image of the interacting, including the desire which self image should be appreciated and approved by others. Negative face represents the basic theoretical claim of the individual and her/his “freedom of action and freedom from imposition.

Theory that states by Brown and Levinson is almost same with the fact that happens in daily life. From the society side people need to talk and act using the politeness strategy. When someone does not apply and pay attention while interacting with others, they will have face threatening acts. Reviewed by position side, almost people who have lower higher status tend to ask and comment people who have lower status. It is not effective if the habit will apply more and more because from the theory that states by Brown and Levinson, people who have negative face while interacting with others mean that they want to show their imposition and they need freedom. In education world, students will feel uncomfortable if the teacher talks about doing assignment or give notification on student’s action. The students want to get freedom, without teacher’s warning and also without teacher’s assignment.

In conclusion people should appreciate the people by applying the politeness strategies to save the hearer’s face. So, their conversation will run well and there is no face threatening acts among the speaker and the hearer.

C. Politeness Strategies that is Used by Brown and Levinson

One of the references that used by a researcher in politeness strategy comes from two well-known scholars, Brown and Levinson. Talking about politeness strategies that used by Brown and Levinson, there are some strategies there are four strategies chosen, those are bald on record, positive politeness strategy, negative politeness strategy and off record.

1. Bald on Record

The speaker usually uses bald on record strategies to minimize the threatening act to the hearer's face. The speaker does not soften his/her speaking to the hearer when he/she uses this strategy. What the speaker says by using bald on record strategy will make the hearer shock and embarrass the hearer and sometime it makes the hearer feel a bit uncomfortable. Although it seems threaten the hearer, it cannot be called as threatening act because the speaker and the hearer have close relation such as family or close friends. In this strategy, the speaker honestly says what he/she wants to say and directly expresses it. It is natural since they are really closed or the speaker has more power to do bald on record.

Brown and Levinson have classified bald on record into two classes. Those are as follows:⁵

a. Cases of non minimization of the face threat

It relates with the condition in which maximum efficiency is very important. And both of the speaker and the hearer mutually know this class with no face redress is needed, for example:

"Help!" (Emergency condition)

"Give me just more week!" (To pay rent)

This strategy also occurs in some situations as the table below:

Table 2.1
Kinds of Situations in Cases of Non minimization of the Face Threat

No.	Situations	Examples
1.	Imperative sentence form	<i>"Send me a post card!"</i>
2.	Task-oriented interaction	<i>"Lend me a hand here!"</i>
3.	Teasing and Joking	<i>"Cry, get angry"</i>

⁵ Penelope Brown and Stephen Levinson. *Politeness : Some Universals in Language Usage* (Cambridge : Cambridge University Press,1987), 101-2011.

4.	Sympathetic or Warning	<i>"Careful! He is dangerous man"</i>
5.	In Situation that hearer requested	<i>"Yes, you may go!"</i>

b. Cases of FTA-oriented usage

In this circumstance, it is polite for speaker to reduce hearer's anxieties by pre-emptively inviting hearer to impinge on speaker's preserve. This form happens in situation as the table below:

Table 2.2
Kinds of Situations in Cases of FTA oriented Face Threat

No.	Situations	Examples
1.	Welcoming In this situation the speaker insist that the hearer may transgress.	<i>"Come in, don't hesitate, I'm not busy."</i>
2.	Greeting and Farewell In this situation the speaker insists that the hearer may transgress on his positive face.	<i>"I'm staying, you go"</i>
3	Offers In this situation the speaker insists that the hearer may impose on speaker's negative face	<i>"Don't bother, I'll clean it up/ leave it to me."</i>

2. Positive Politeness Strategy

Positive politeness strategy is used when the speaker and the hearer know each other or both of the speaker and the hearer are in a group of friends. Because of that situation of the speaker should be respected to the hearer's need. Positive politeness can be seen in some situation as the classification below:

Table 2.3
Positive Politeness Strategies

No.	Strategies	Examples
1.	Noticing or Attend to Hearer (her/his interest, wants, needs, goods, etc).	<i>"Jim, you're really good at solving computer problems"</i> .
2.	Exaggerate (interest, approval, sympathy with hearer).	<i>"Good old Jim. Just the man I wanted to see. I knew I'd find you here."</i>
3.	Intensify interest to the hearer in the speaker's contribution.	<i>"You'll never guess what Fred told me last night. This is right up your street."</i>
4.	Use in-group identity markers in speech.	<i>"Here's my old mate Fred. How are you doing today, mate"</i>

5.	Seek agreement in safe topics	<i>"I agree. Right. Manchester United played really badly last night, didn't they?"</i>
6.	Avoid Disagreement	<i>"Well in a way, I suppose you're sort of right. But look at it like this."</i>
7.	Presuppose, Raise, Assert Common Ground	<i>"People like me and you, Bill, don't like being pushed around like that, do we?"</i>
8.	Joke (to put the hearer at ease)	<i>A: "Great summer we're having. It's only rained five times a week on average." B: "Yeah, terrible, isn't it?"</i>
9.	Assert or presuppose knowledge of and concern for hearer's wants.	<i>"I know you like marshmallows, so I've brought you home a whole box of them."</i>
10.	Offer or Promise	<i>"I'll take you out to dinner on Saturday"</i>
11.	Be optimistic that the hearer wants what the hearer wants, what the speaker wants, i.e. that the FTA is slight	<i>"I know you're always glad to get a tip or two on gardening, Fred"</i>
12.	Include both Speaker and Hearer in the activity	<i>"I'm feeling really hungry. Let's stop for a bite."</i>
13.	Give or ask for reasons	<i>"I think you've had a bit too much drink, Jim."</i>
14.	Assert reciprocal exchange or tit for tat	<i>"I'll mow the lawn after school tomorrow."</i>
15.	Give gifts to Hearer (goods, sympathy, understanding, cooperation)	<i>A : "Have a glass of malt whisky, Dick." B : "Terrific! Thanks." A : "Not at all."</i>

3. Negative Politeness Strategy

Negative politeness strategy is used when teacher tries to minimize the imposition of FTA. Therefore it can be assumed that there is some social distance or awkwardness between the speaker and the hearer in that situation.⁶ The classification of negative politeness is described below:

⁶DeniSetiawan, *The politeness Analysis of Charter and Edward Character in "The Bucket List" Movie Manuscript*. English Department of Education Faculty State Institute for Islamic Studies (IAIN) Salatiga, 2013.

Table 2.4
Negative Politeness Strategies

No.	Strategies	Examples
1.	Be conventionally indirect	<i>"Could you tell me the time, please?"</i>
2.	Question or hedge	<i>"I wonder whether I could just sort of ask you a little question."</i>
3.	Be pessimistic It is about ability or willingness to comply. Use the subjunctive	<i>"If you had a little time to spare for me this afternoon, I'd like to talk about my paper."</i>
4.	Minimize the imposition	<i>"Could I talk to you for just a minute?"</i>
5.	Give difference	<i>"Excuse me, officer. I think I might have parked in the wrong place."</i>
6.	Apologize	<i>"Sorry to bother you, but..."</i>
7.	Impersonalize the speaker and the hearer. Avoid the pronouns I and you.	<i>A : "That's car parked in a non-parking area." B : "It's mine officer." A : "Well, it'll have to have a parking ticket."</i>
8.	State the FTA as an instance of a general rule.	<i>Parking on the double yellow line is illegal. "I'm going to give you fine."</i>
9.	Nominalize	<i>(Participation in an illegal demonstration is punishable by law) "Could I have your name and address, madam?"</i>
10.	Go on record as incurring a debt, or as not indebting hearer.	<i>"I'll buy you a beer at lunchtime."</i>

4. Off Record Strategy

In off record strategy the speaker is using an ambiguity in the speaking. In this strategy the hearer face is protected but sometimes there is a risk in this strategy. The risk is causing misunderstanding meaning by the speaker to the hearer. By using the ambiguity, in this case, the speaker tries to minimize the threatening acts. The example of off record strategy will described below:

Table 2.5
Off Record Strategies

No.	Strategies	Examples
1.	Give hints If the speaker says something that is not explicitly relevant, so he invites the hearer to search for interpretation of the possible relevance.	<i>"This soup is a bit bland." (means to past the salt)</i>

2.	Give association clues This strategy is provided by monitoring something associated with the act required of Hearer.	<i>"Are you going to market tomorrow? There is a market tomorrow, I suppose"</i> (It means to give him a ride to the market)
3.	Presuppose This strategy provides that an utterance might be almost relevant	<i>"I washed the car again today."</i>
4.	Understate Understatement is a way of generating implicative by saying not informative.	<i>"It's not half bad."</i> (it means that the speaker thinks it surprisingly good).
5.	Overstate Overstatement is the opposite of understatement. It usually uses predicate which describes the higher actual state of affair.	<i>"I tried to call a hundred times, but there was never any answer"</i> (it means apology for not getting in touch).
6.	Use tautologies By using tautology (patent and necessary truth), speaker encourages hearer to look for an informative interpretation of non-informative utterance.	<i>"If I won't give it, I won't"</i> (it means I mean it).
7.	Use contradiction By stating two things that contradict each other, speaker makes it appear that he can't be telling the truth, so he encourages the hearer to look for an interpretation that reconciles the two contradictories.	When person says on the phone, <i>"Well, Jim is here and he is not here"</i> .
8.	Be ironic Irony is usually marked by particle that conveys speaker true feelings indicate the contrary to the effect.	<i>"He's a real genius"</i> (after he has done ten stupid things)
9.	Uses metaphors Usually metaphor is on record, but there is possibility that the connotation of the metaphor is off record.	<i>"John is a real fish"</i> (He drinks/swims/etc like a fish)
10.	Use rhetorical question By using rhetorical question, speaker wants to provide him with the indicated information in purpose of leaving the answer hanging in the air.	<i>"How many times do I have to tell you"</i> (means many times).
11.	Over generalize When speaker makes generalization of what is said has the choice of deciding whether the general rule is fit or not to him.	<i>"Mature people sometimes help do the dishes"</i>
13.	Displace Hearer Speaker may pretend to address the FTA to someone would not threaten and hope the real target will realize it.	<i>"Oh God, I forget that I have run out of cash"</i>
14.	Be incomplete, use ellipsis Elliptical utterance is legitimated by various	<i>"Oh mom, a headache...."</i> (It means asking for medicine)

	conversational contexts that use a half done FTA. So speaker can leave the implicature hanging in the air.	
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D. Previous Studies

In a comparative research usually there are some previous studies to be the standard in conducting the research. In this study there are some studies as standard to make a good research. The first is the research that conducted by Liu Peng, Fang Xie and LinglingCai, persons who comes from School of Foreign Languages, Sichuan University of Science and Technology, Zigong, China. They conducted research entitled “*A Case Study of College Teacher's Politeness Strategy in EFL Classroom*”. In their research, they discussed about the role of teachers and also the importance of teacher’s language. They used Nunan’s theory about teacher’s language. They also used politeness theory of Goffman and Brown and Levinson. The finding shows that the college teacher conducts his class on term of positive politeness and negative politeness in a practical way. Evidently the adoption of politeness strategies shortens the teacher-student social distance, makes the class interesting, and in turn facilitates English teaching and learning.

In the teaching-learning process, teacher has a main goal. The goal is to make the students clear with the teacher explanation. Sometimes, students often find the language that cannot be caught by the students well, so the teacher using their own language to explain them. If it happens in Java school, the teacher will use Ngoko language that classified as the lowest level in Javanese politeness. Although the process of learning will be more interesting, it seems that the teacher forget the politeness strategies that should be applied.

The other previous study of politeness strategies has been conducted by Senowarsito, the lecture of IKIP Semarang. He conducts a research entitled “*Politeness Strategies In Teacher-Student Interaction In An EFL Classroom Context*”. He analyzed the politeness used by the

English teacher in senior high school. He also uses Brown & Levinson's theory. In his research, he discussed about the instruction given by the teacher and the feedback from the students. The finding of his research shows that politeness strategies were generally employed by teachers and students to reduce face threat.

From the research above, the researcher concludes that politeness should be applied in high school. The reason is because students in high school level have strong sensitivity of what teacher speaks and asks. Teacher should ask and speak to the students using politeness strategies because it will be exemplified by the students. It is appropriate with the theory that states by Brown & Levinson that to save the hearer's face, speaker should apply the politeness strategies.

And Addition for the previous study is the research that has been conducted by I Putu Yoga Purandina, I Ketut Seken, I Gede Budasi, the students of entitled "*Politeness In EFL Classroom Interactions And Its Implications Toward EFL Teaching-Learning In Smp Negeri 2 Tabanan In Academic Year 2013/2014*". The finding shows that positive politeness dominates the use of politeness strategy in classroom interaction of eight grade students and teacher of SMP Negeri 2 Tabanan. Positive politeness becomes the dominant choice by the teacher and the students there because of the reason. The teachers choose positive politeness because they want to save the positive face of the students by exaggerate interest, or approve the students answer or idea. The common expression used to exaggerate interest, approval, and sympathy was good and very good.

From the finding above, the researcher knows that the teaching learning will run well using politeness strategies. In the first finding that stated by Liu Peng and his friends, states that the class will be more interested if the teacher used their own language without paying attention the politeness strategies for a while. It is very incompatible. Brown & Levinson state states that

politeness is closely related to the social relationship between the speaker and the hearer in the communication. We can say everything by paying attention on hearer feeling. So, if there is a certain purpose of using both of positive and negative politeness, it is never mind.

