

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problem of the study, the objective of study, the significance of the study, the scope and the limitation of the study and the definition of key terms.

A. Background Of The Study

Language is used for communication to convey one's intentions to each other in social interactions. In conveying intentions, people use strategies in their communication because it is part of the communicative competence of language users. The speaker communicative competence is related to pragmatics. Glaser (2009) In class language can be seen as a sociolinguistic environment and a community of discourses that in the interlocutors use various language functions to build a communication system, and teacher-student interaction is believed to participate in the students' language development.

In every language-communication, there are always participants for pour ideas, thoughts, and also suggestions, especially the influence or relationship between participants through giving and receiving messages to achieve the objectives of the communication. Therefore, interactions are used to share information from one to another and to achieve social relations between them. This is the type of action that occurs because two or more objects affect each other. Before they reveal what they say, they need to consider what the purpose of their speech is.

In the classroom, the teacher always teaches how students communication well directly by giving motivation to students or indirectly by giving students a good model for interacting with each other. When teachers and students communication with each other, it is important to put politeness in their interactions. Modesty is not only influenced by polite speech that is used to communicate with each other but politeness is also influenced by the face. Modesty is more influenced by the face than polite speech. According to Mills (2003) as cited in Faridotus (2013) Modesty is an expression of the intention of the speaker to reduce the threat of faces brought about by threatening certain facial actions towards others.

Therefore teachers and students must know and learn about politeness, because the principle of modesty is needed by teachers and students to make harmonious interactions between teachers and students in the teaching and learning process. In addition, it is seen that most students do not realize that, they leave the important thing of the principle of modesty.

This study focuses on politeness strategies in the interaction used by the teachers in the context of teaching English as a Foreign Language (EFL). Learning foreign languages involves not only knowledge about how to speak and write, but also how to behave linguistically. Therefore, the interaction between teachers and students in the 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 involve knowledge

outside the level of grammar. Bardovi-Harlig (1999) as cited in Grossi (2009) argues that classrooms are places where pragmatic instruction takes place.

In order to be successful in communication, it is important for second language learners not only to recognize the grammar and textual organization but also the pragmatic aspects of the target language Bachman (1990). Pragmatic knowledge has a close relationship with the knowledge of socio-cultural values and beliefs.

The use of teacher language plays an important role in the EFL class or in the teaching and learning process. Because teacher language is not only for class organizations, but also for the acquisition process Nunan (1991). There are several activities besides teaching that are universally carried out by teachers in the classroom, such as providing student guidance, motivating classes and evaluating students. In certain language learning environments, classroom activities are guided by teachers such as special interpersonal relationships.

This is similar to other social relationships in other people who have to work hard to promote their effective communication. The difference in this case is the dominant advantage of a teacher in communicating a lot as a result of their social status, knowledge and relative strength Peng (2014). In class, the teacher teaches students how to interact directly by giving motivation to students or indirectly by giving students a good model for interacting with each other. When teachers and students interact with each other, it is important to place politeness in their interactions Sodang (2015)

In the previous Study discussed "EFL Teacher's Politeness Strategy Use in Classrooms: EFL Iranian Teachers in Focus "explains how politeness strategies are used by Iranian EFL teachers in their interactions with EFL Students in the classroom. The researcher gets the data by recording the entire process of class activity. The researcher used a grade 10 male teacher at a language institute in Isfahan, Iran. After transcribing and analyzing the data, the researchers observed that different patterns in teacher activity emerged with an emphasis on academic instruction and evaluation as the most frequently used activities. The researcher uses speech act theory introduced by to analyze data. Then, the researcher breaks it into politeness strategies based on Brown and Levinson's theory.

The results of the study show that teachers tend to use politeness strategies over a period of time positive politeness and baldness recorded in class. Previous research that discussed "Teacher's case study Modesty in the EFL Class "describes the ways in which politeness teachers express verbally through the use of their language. Researchers use EFL non-English classes, intensive reading classes at the university. The researcher observes and records class interactions. Researchers use speech act theory introduced by Ludwig Wittgenstein and John Searle to data analysis. Then, the researchers classified it into politeness strategies

Based on Brown and Levinson's theory. In addition, according to Resercher's experience, teachers have the following roles in the classroom: The results of his study show that teachers use positive politeness, negative politeness, bald on-record, and off-record in the teaching process. Thus, courtesy does not contribute to effective interaction, a friendly atmosphere, and life in the EFL class

B. Research Question

Based on the statement above, the researcher will analyze politeness strategy used in conversation interaction in the classroom EFL. To make specific, the statement of questions are formulated below :

1. What types of politeness strategy used by the teachers to the students in teaching learning process ?
2. What types of politeness strategy that are dominantly used by the teachers to the students in teaching learning process ?

C. Object of the Study

From the statement of question above, the researcher tries to describe about the analysis and study that have been mentioned before the statements are formulated :

1. To identify what types of politeness principles used by the teachers to the students in teaching learning process
2. To find out what types of politeness principles is dominantly used by the teachers to the students in teaching learning process.

D. Significance of the study

Through this research, new knowledge is expected to be obtained to contribute to the development of teaching English in particular, in the context of the function of politeness strategies. They have many advantages for many elements of society:

1. English teacher

The results of this study are expected to be useful for teachers in Indonesian class interactions. It is to inform each other of the understanding and relations between harmony between teacher and student. After all, it does contribute to effective interaction and environmentally friendly atmosphere in the EFL Class.

2. Students

The results of this study will build student awareness in interactions. Especially awareness in using native language based on the right place that can be used in communication.

3. Other researchers

This can be used as an additional source of other studies with similar types of research and can help other researchers find other studies that have a correlation with this case.

E. Scope and Limitation Of the Study

The scope of this study was to investigate the types of politeness strategy in the MAN 1 Kota Kediri based on Brown and Levinson 's theory. They are bald on notes and positive politeness. Therefore, the limit is the subject of this research. Both teachers and students. Although, both teachers and students interact using several languages as like Javanese, Indonesian and English, but this study only analyzes English utterances used in interactions in the classroom.

F. Definition of Key Terms

The definition of key terms is very important in this thesis. It aims to avoid misunderstandings and misinterpretations in research. The terms needed to be defined as follows:

1. Politeness strategy

As we all know that politeness strategies politeness strategies are the strategies that used to communicate with other people by considering the meaning of the word and sentence. Based on Brown and Levinson theory, they have four types of politeness. Nevertheless, the writer will focus on positive politeness and bald on-record strategies..

2. Face Threatening Action

Face Threatening Actions are defined by the potential threat to the constituent nature of positive or negative faces.

3. Classroom interaction

In teaching English, class interactions are used for show language (or action) that is used to maintain conversation, teaching or interact with participants involved in teaching and learning at class