

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

In every language-communication, there are always participants to convey ide, thought, suggestion, etc. moreover, there is influence or interaction between the participants through giving and receiving messages in order to achieve communication. Therefore, interaction is used to share information from one to others and to make social relationship among them. It is a type of action that occurs as two or more objects have an effect upon one another. Before they express what they said, they need to consider what the purpose of their speech.

As we know that people have different characteristics in their interaction. When some people are speaking, they want to be understood by others. Therefore, they use polite utterance. However they do not really pay attention in their utterance because some of them think that the listener will not have problems. For instance, interaction between lecturer and students in the classroom. This is since the lecturer wants to be understood by the students when the lecturer gives explanation but some of students do not pay attention to the lecturer.

In Indonesia, English is one of the foreign languages studied by the learners in almost every formal school and college, such as kindergarden school, elementary school, junior high school up to university. This is since foreign language has always been the important part of the curriculum. Moreover, foreign language learners need to be equipped with knowledge of how language should be related to situation. On the other hand, the students should understand how language functions in context. Those are can help them in comunication and interaction by using foreign language.

Talking about interaction, it takes an important role in teaching learning process because it can be encourages students become effective in classroom interaction. Moreover, There are some aspects that must be considered in learning a language. They are linguistic, grammatical and also communicative competence. Sometimes the focus of teaching-learning in language is just about pronunciation, spelling, vocabulary and grammar.¹ But, one of the aims of learning English as a foreign language is to be able to communicate. This is because language classroom can be seen as sociolinguistic various functions of language to establish a communication system, and the teacher-student interaction is believed to contribute on students' language development environment and discourse communities in which interlocutors use.² They have opportunities to understand and use the

¹Niveen Mohammad Zayed. Jordanian, "EFL Teachers' and Students' Practice of Speech Acts in the Classroom", *International Journal on Studies in English Language and Literature (IJSELL)* vol.2 (May, 2014), 1-10.

²Consolo, D. A, "Classroom oral interaction in foreign language lessons and implications for teacher development", *Linguagem & Ensino*, 2(2006), 33-55.

language that was incomprehensible. Besides, lecturer and students should arrange well classroom interaction in order to achieve educational objectives.

The interaction between lecturer and students in the classroom is influenced by the social role, where the lecturer have higher place as in interaction between them. Besides, The classrooms must be effective and good interaction between lecturer and students, it means that the circumstance does not only focus on what lecturers give but also on the contribution of the students. Consequently, the students received the materials or knowledges well when the classroom interaction runs well. Therefore, it is important to know how to communicate nicely between them and need to consider about politeness because the aim of politeness can make them more respective to others.

Politeness is a term for a combination of interpersonal considerations and linguistic choices affecting the form and function of linguistic interactions.³ It is very important to investigate as it is used by people in their social interactions. The goal of politeness is to know what people say, how people say, when people say. So that, the ways to convey the speech acts as polite as possible are politeness strategies. Moreover, politeness strategies are ways to convey the speech acts as polite as possible. To achieve that, there

³Peng, L., Xie, F., & Cai, L, "A Case Study of College Teacher's Politeness Strategy in EFL Classroom", *Theory and Practice in Language Studies*, 1(2014). 110-115.

are some strategies that can be applied in specific context used by an individual in certain society.⁴

In the lecturer-student interaction, we can find politeness strategies that used by the lecturer and the students in the classroom. Both of them unconsciously are using some politeness strategies. For instance, the lecturer does not want to be disturbed by the students when the lecturer gives an explanation about a topic clearly. On the contrary, the students still disturb the lecturer by talking with their friends. Moreover, they use polite utterance to avoid the use of speech acts that are potentially damaging when they want to ask the lecturer about the topic that they have not understood.

The function of speech and the politeness strategy have relationship. This is because the important function of speech is the main tool to control the classroom, and understanding the kinds of the function of speech and politeness strategy in classroom interaction will make the classroom activities more effective and efficient. Therefore, the research about the function of speech and the politeness strategy is very important to be studied.

The previous study discussing “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. The researcher 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

⁴Sondang, M & Juniati, H, “An Analysis on Teachers’ Politeness Strategy and Student’s Compliance in Teaching Learning Process at SD Negeri 024184 Binjai Timur Binjai –North Sumatra-Indonesia”, *English Language Teaching*, 8 (2015), 152-170.

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.

Other previous study discussing "A case Study of Teacher's Politeness in EFL Class" describes about the ways the teacher expresses politeness verbally through her use of language. The researcher uses an EFL class, an intensive reading class of non-English majors in a university. The researcher observes and records the classroom interaction. The researcher use speech act theory introduced by Ludwig Wittgenstein and John Searle to analyze the data. Then, the researcher classifies it into politeness strategies based on Brwon and Levinson's theory. Besides, according to the resercher's experience, teachers have the following roles in class: instructional, motivational, evaluative, and managerial.⁵ Moreover, the result can be described which politeness and how they are employed in teachers' control speech acts in EFL classroom. The result of her study shows that the teacher uses positive politeness, negative politeness, bald on-record, and off-record in teaching process. Thus, politeness does contribute to effective interaction, friendly, and lively atmosphere in EFL classroom.

⁵ Jiang, Xiaoqing, "A Case Study of Teacher's Politeness in EFL Class", *Journal of Language Teaching and Research*, 5 (2010), 651-655.

Another previous study discussing “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 positive politeness strategy and two strategies from ten strategies of negative politeness strategy.⁶

In this study, the researcher will try to seek the practice and realize of the function of speech and the writer will focus on positive politeness and bald on-record strategy in the classroom by lecturer and students of English Department of STAIN Kediri.

Depart from the long explanation above the researcher becomes interested to write the thesis about “The Analysis on The Function of Speech and Politeness Strategy in Classroom Interaction”.

⁶ 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.

B. Research Problem

In line with the background of the study, the analysis of the function of speech and politeness strategy will be conducted with the main theory and another theory to support the analysis and to answer the problem formulated as follows:

1. What kinds of the function of speech applied in classroom interaction?
2. What types of politeness strategies used by lecturer and students through the use of the function of speech in the classroom interaction?

C. Objective of the Study

Based on the research problems above, the study formulates the objective of the study which are:

1. To find out the kinds of the function of speech applied in classroom interaction.
2. To find out the types of politeness strategies used by lecturer and student through the use of the function of speech in the classroom interaction.

D. Significance of the Study

Through this research the new insights are expected to be obtained in order to contribute to the development of English language teaching-learning especially, in the context of the functions of speech and politeness strategies.

They have many advantages for many elements of society:

1. The English lecturer

The result of the study is expected to be useful for teachers in classroom interaction. It does to promote the mutual understanding and

harmonious relationship between teacher and students. Moreover, it does contribute to the effective interaction and friendly lively atmosphere in EFL classroom.

2. The students

This result of the study will build the awareness of the students in interaction. Especially the awareness in using native language based on the proper place to use in communication.

3. The other researchers

It can be used as additional resource of another research with the similar kind of the study and can help other researchers find another study that has correlation with this case.

E. Scope and Limitation

The scope of this research is investigating the kinds of the function of speech in classroom interaction in ELT classroom of STAIN Kediri based on Jiang theory of the function of speech. They are four categories: instructional, motivational, evaluation, and managerial. Besides, the finding of the analysis of politeness strategy will use Brown and Levinson theory. They are bald on-record and positive politeness. Therefore, the limitation is the subject of this research. Both of the lecturer and students. Although, both the teacher and the students do interaction using several languages as like Javanese, Indonesian and English but this research just analyzes English utterances that are employed in interaction.

F. Definition of Key Terms

Definition of key terms is very important in this thesis. It is aim to avoid misunderstanding and misinterpretation in the study. The terms are necessary to be defined as follows:

1. The function of speech

Based of Jiang's theory, teachers have four different roles or categories in class. There are instruction, motivation, classroom management and evaluation.

2. 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.

3. Classroom interaction

In English language teaching, classroom interaction is used to indicate the language (or action) used to maintain conversation, teach or interact with participants involved in teaching and learning in the classroom.