CHAPTER I

INTRODUCTION

This chapter deals with the background of study, research questions, objectives of study, significances of study, scope and limitation, and also the definitions of key terms.

A. Background of Study

Since centuries ago, humans have lived with the help of language. Language is an important communication tool for everyone to convey ideas, messages, and express feelings. Through language, one's interaction will run smoothly. Through language, a person's character and habits can be known based on the language used.

Language is a clear sign of personality from good or bad, a clear sign of family and nation, and also a clear sign of humanity (Syamsudin, 1993). Language is important in many aspects. In realizing comfortable communication, good and polite language skills are needed to create familiarity and minimize disputes. Good language skills can attract the interlocutor's interest. Moreover, in the daily environment, interaction with language is needed in every social relationship. In Indonesia, there are thousands of languages used in everyday life that are following their respective regions and cultures. Even one language has a different level. Currently, many Indonesian people use foreign languages or slang when communication which arise by several factors.

Significantly, the contemporary era encourages people to be active in social media which gives birth to positive and negative changes. Since the COVID-19 pandemic, Indonesian people have liked the content in social media while staying at home. The impact of COVID-19 affects social and cultural changes in everyday life.

Social change includes changes in behavior patterns, social relationships, social institutions, and social structures in a particular time (Farley, 1990).

A very visible impact is the condition of the community that has minimal interaction due to the lockdown which causes the formation of passive attitude and behavior that does not reflect politeness in the community in social interaction, especially in the use of language. Over time these conditions also can encourage changes in communicating using slang that imitates the style of language conveyed through social media. Through the existence of technology, the development of language is so rapid. Although the existence of slang does not alter the use of language used in communication, the meaning of politeness can fade.

These phenomena can be found anywhere and in all circles: family, colleagues, government, and even education. Slang usually develops again into a language that is less polite when used in inappropriate places and conditions. Generally, slang is found in adolescence. In the world of education itself, not a few students use slang in their daily lives. This is deemed inappropriate when used in interactions with older people, in the field of education to teachers in class, for example.

A classroom is where teachers' and students' communication-intensive teaching and learning process occurs. To create an effective class, the interaction there must be supportive. Good communication between teachers and students has many positive benefits. Teachers also must focus on practical communication skills in addition to knowledge transfer to avoid hurting their students. Both teacher and student interactions can build the learning environment in the classroom.

But the fact is, over time the language used in interactions in the classroom is very concerning. Students who should be polite in communication often use

language that is not suitable for the teacher. In addition to choosing vocabulary that is not appropriate for communicating, intonation and eye contact also indicate disrespect for teachers and students. On the other hand, many teachers who still act inappropriately when instructing students. The teacher is a role model in the world of intellectual education who should set a good example for their students. In addition to acting as role models inside the classroom, teachers are expected to do so outside of it as well. Finally, this can be a big problem. Some schools provide rules that aim for the good of the school community, but what happens is that the law in these rules is not obeyed.

Responding to this situation, they must use effective communication strategies to ensure that the process of transferring ideas and knowledge runs smoothly. Several studies on the importance of strategies that must be carried out in the classroom between teachers and students have been proven (see Aladdin, 2012; Moazen, Kafipour, & Soori, 2016; Mahmud, 2017a; Somsai & Intaraprasert, 2011; Tan, Nor, & Jaradat, 2012). In this case, a politeness strategy is needed to get a good response from both of them. Being polite involves speaking to people appropriately in light of their relationship with us, understanding a society's social values, and comprehending the dimension of formality (Holmes, 1992).

English is not only a target language for students to learn in EFL classes, but it is also a medium for teachers to teach English. The EFL teacher serves as a role model for students to emulate, while their language is the most important source for students to learn the language. In special language situations, the teacher's language is used, whereas politeness is considered the most beneficial strategy in interpersonal relationships. The researcher aims to determine what politeness strategies are used in

the EFL class, and how this combination facilitates teaching and learning activities and is beneficial for teachers and students, especially in interactions by combining Brown's and Levinson's politeness strategies with the use of teacher's and students' language. Politeness strategies emerge when speakers and listeners interact or converse; in this case, teachers and students interact or engage in conversation. We often encounter politeness strategies in everyday life, as well as in the teaching and learning process because there are so many interactions between teachers and students.

Encouraging students to understand the importance of having a politeness strategy in communication will develop their awareness not only in communicative competence, but also in cultural awareness, and will help them develop their character values. Especially after the COVID-19 pandemic for students in junior high school who are easily influenced by their environment, whether in the real or virtual world, positively or negatively.

Teachers and students as the main actors in class interaction have different communication styles. Communicating is not only to "express interests and arguments or transfer information as efficiently as possible", but also to "avoid hurting other people's feelings" (Kingwell, 1993). This means that when people communicate, they pay attention not only to the content of the information but also to the way it is conveyed. Effective communication is intended not only to successfully convey messages but also to create comfortable communication between interlocutors, which can foster solidarity and familiarity. With a comfortable atmosphere that is grown in the classroom, the knowledge conveyed by the teacher will also be easily accepted by students. Given the aforementioned phenomena, the

purpose of this research was to investigate teacher and student politeness strategies in EFL interactions in the classroom.

B. Research Questions

Based on the background of the study above, the problems of the research are follows:

1. What kinds of politeness strategies used by EFL teachers in the classroom interactions?

2. What kinds of politeness strategies used by EFL students in the classroom interactions?

C. Objectives of the Study

Based on the research questions above, this particular study is at:

1. Identifying the types of politeness strategies used by EFL teachers in classroom interactions.

2. Identifying the types of politeness strategies used by students in classroom interactions.

D. Significances of the Study

The study's findings can be applied both theoretically and practically:

1. Theoretically

Hopefully, the findings of this research will contribute to the advancement of politeness knowledge, particularly in improving and comprehending the research politeness strategies.

2. Practically

    a. This research will be used to improve English teachers' knowledge of teachers and to help them understand more about politeness strategies that can be applied to the teaching and learning process.

    b. For students, this research provides information on how to respect teachers by employing politeness strategies toward teachers wherever they may be found.

    c. For other researchers, the findings of this research are expected to benefit future researchers who wish to investigate other topics. Hopefully, this research will provide more information about politeness strategies.

E. Scope and Limitation of the Study

The following are the study's limitations:

1. Subject: The purpose of this study is to uncover politeness strategies used by English teachers and students in the teaching and learning process in EFL classes at MTsN 8 Kediri during the academic year 2022/2023.

2. Object: Determine the types of politeness strategies used by English teachers and students in the teaching and learning process, as well as the differences between the types of politeness strategies used by English teachers and students. The data in this research is analyzed using Brown and Levinson's theory. This research conducted in 7th grades. The researcher selects of Mr. Sr's classes as an English teacher, namely VII-I Class with 38 students.

F. Definition of Key Terms

To make the research clear, the writer would like to explain some terms used, they are:

1. Politeness Strategies

The politeness strategy is the speaker's way of expressing politeness in the form of language. The purpose of politeness, including language politeness, is to make the atmosphere of interaction pleasant, not face-threatening and effective.

2. Classroom Interaction

The term classroom interaction refers to the interaction in the classroom between the teacher and the students, as well as among the students. Previous research on the second language (L2) classroom interaction concentrated on the language used by the teacher and learners, the interaction generated, and the effect on L2 learning.