CHAPTER I

INTRODUCTION

This chapter consists of background of the study research questions, purpose of the study, significance of the study, scope and limitation, and definition of key terms

A. Background of Study

Politeness is one of many aspects in pragmatics which plays crucial role in keeping up social communication. Politeness in an interaction can be defined as "the means employed to show awareness for another person's face (Yule, 2002, p. 40) . In regard with the relationship between politeness and communication, Akutsu (2006) cited in Moini (Moini, 2016, p. 1) said that politeness is "communicative competence involve pragmatic competence and it's difficult for a learner of a language to partic ipate in the target language community successfully without the competence". In other words, to get involved in social communication successfully, language learners should be familiar with politeness strategy.

Politeness strategy in fact is frequently used by students in classrooms for particular purposes, such as asking permission before going to toilet, asking questions, or giving opinion (Manke, 2009). In addition, politeness strategy has a close relationship with the social relationship between speakers and hearers, including social power and the state of conversation, but all of these things can be emphasized not only from what is said, but can also be seen from aspects such as of one's face, which sometimes shows respect or certain meaning which illustrates the right politeness strategy use (Song, 2012, p. 27)

Instead of using verbal communication (linguistic) as a politeness strategy, students often utilize paralinguistic to show their politeness strategy such as eye contact or gesture,

face expression or just by pointing to the door. In this regard, the using of paralinguistic, rather than using linguistic, is generally accepted in many contexts (Hameed, El-Kafafi, & Karena, 2019). In addition, the using of paralinguistic in asking for clarification and or asking questions during the lesson is another clear example of the practices of politeness strategies utilized by the students (Cole, 2012). In addition, the request forms can be determined and defined as polite or impolite, negative or positive, depending upon hearer's perception during their conversation (Beeching, Woodfield, 2015). Moreover, contexts such as time, place, participants and types of utterance are also crucial to determine whether it is polite or impolite (Leech, 1983).

However, the use of politeness strategies either using linguistics or paralinguistic to show the speaker's intention can sometimes be perceived differently, as it involves different interpretations (Brown and Levinson, 1987). Therefore, he analysis of politeness strategies in English teaching learning process that are specifically used by students not only can be understood through their expressions, but can also be understood through their expressions or their facial behaviour.

Looking at politeness strategies used in the classroom, therefore, should consider some aspects which mentioned by Brown and Levinson (1987) such as volition and discernment (Baresova, 2008), social distance, relative power and degree of imposition (Jorda, 2005). In the other word, politeness strategy is cannot only be understood through textual or about what is said by the speakers, but it can also include the context of utterance and its relationship to certain communities such as in the classroom (Ju Rue, and Zhang, 2008)

The study which focuses on exploring politeness strategies used by the students in EFL classrooms, therefore, will contribute to the rich of the pragmatic study particularly politeness strategy framed within EFL classroom context. This study, therefore, is an attempt to reveal politeness strategies

used by Junior high school students in Sidoarjo emphasizing on the request forms.

B. Scope and Limitation of the study

The scope of this study focuses on the politeness strategies particularly on the request forms used by junior high students during the teaching learning in the classrooms.

C. Statements of the Problem

This research seeks to address to following questions below:

1. What kinds of politeness strategy used by Junior High school students in regard with requesting forms?
2. Why do the junior high students use those requesting forms in the class?

D. Purpose of the Study

Based on the problem above, the writer wants to know:

1. The variety of politeness strategy used by the students focusing on request forms.
2. The underlying reasons of using of those strategies.

E. Significance of the Study
1. To the researcher
   - This study can provide an important opportunity to advance the understanding of the types of politeness strategies mostly used by junior high student in the requesting form
   - This study can be used to her collection to motivate her to write another research in the future

2. To the English teachers

This study can be used as their source of Literature to enrich their knowledge about politeness strategy of the junior high students in teaching learning activity.

3. To the researchers'school

   This study can be used as a document in the University's library.

F. Definition of Key term

1. Politeness: communicative strategies to create and maintain social harmony (Oxford Learner Dictionary). According to Brown and Levinson (1987) everyone has self-image which has relation to emotional and social sense of self and expects everyone else to recognize. This theory forms a term of "Face".
2. Positive Face: a want to be independent and not imposed on by others.
3. Negative Face: a want of every competent adult member that his action be unimpeded by others.
4. Bald On-record: is direct way of saying thing without any hesitation in a direct, clear, unambiguous and concise way.
5. Off-record: oppositely with on bald on-record in off record the speaker actually no need to say anything to fulfill their wants.
6. Request: an utterance or segment(s) that may include: (a) address terms, a person or an assembly we speak to (b) head act, (c) and adjunct(s) to head act.