

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

For the students of English Department, studying English means not only studies the form of the languages but also the culture of the origin where the language comes from. Thus, the students do not only know how to write and speak, but also how to behave properly. Based on the statement above, the students should know how to use politeness strategies when they speak in English, because politeness universally exists but is culturally bound. Therefore, the speakers and users of the language must be equipped with politeness formulas especially in speaking and must be aware of how to use politeness in different communicative acts in their daily life. It aims at making them able to communicate with the proper language.

Whenever speaker performs a request to other people, they are not only uttering it as a question, a command or a statement, but also performing an act which includes certain number of conditions, characteristics, and different kinds of effects which people know as speech act.

For example it is possible to have strange effects if one person fails to recognize another person's indirect speech act. Consider the following scene.

A teacher in the first time asks the students to pray together before start the class.

The teacher : Okay, before we start the lesson today, let's saying basmallah together.

The students : bismillahirrohmanhirrohim.

...

In this situation, the teacher asks to the students to say basmallah together before they start the lesson. Saying basmallah before start the lesson can be the symbol of praying. In this scene, the speaker invites the hearer to do want the speaker want by using word "let's".

The main reason why the speakers use indirect speech acts is to show that the actions such as inviting, requesting, and or commanding can be presented in an indirect way. It is generally considered to be more gentles or more polite in the society than direct speech acts. So, the speakers ought to know about the rule of politeness theory.

Politeness theory is the theory that accounts for the redressing of the affronts to face posed by face-threatening acts to addressees. First, formulated by Levinson (1987), politeness theory has since expanded academia's perception of respect. Politeness is the expression of the speaker's intention to mitigate face threats carried by certain face threatening acts toward another (Mills, 2003). Another definition is "a battery of social skills whose goal is to ensure everyone feels affirmed in a social interaction".

According to Brown and Levinson (1987), politeness can be defined as a desire to protect self-image. A speaker must show awareness of the hearer's face and self-image through various strategies. To be successful in interaction, one has to follow some important strategies to be polite. According to Yule (1996: 119) politeness can be defined as showing awareness of and consideration for another person's face. Brown and Levinson outline four main types of politeness strategies: bald on-record, negative politeness, positive politeness, and off-record (indirect).

The standard of polite or impolite utterance is different. It depends on the existence and standard norms or values in that place. An utterance which is considered polite in certain area, maybe considered as being impolite in another area. It is determine the place where the utterance is used. For example talking to a friend is different from talking to a teacher because the relationship between two persons (friends) who are intimate than the relationship with a teacher. Someone can directly say "Hay, what's up?" to a friend but can not say the same thing to a teacher because he or she can be considered impolite or rude.

When producing an utterance, speaker performs specific action or "do things" through specific forces to what they intend. Hence Austin (in Levinson: 1983) isolated three basic acts when saying something, they are; locutionary act, illocutionary act and perlocutionary act. Searle (in Levinson: 1983) classified illocutionary acts in to five basic kinds of actions, they are;

representative, directive, commissive, expressive, and declarative. Here, the writer only focuses on analyzing the directive utterances. Yule (1996) proposes that directive is a kind of speech act that a speaker uses to get someone else to do something.

For example in the classroom, the teacher in the first time ask to the student “Okay, before start the lesson today, let’s saying Basmallah together”. In this situation, the teacher asks the students to say Basmallah before they start the lesson because the teacher is in the first time of that class that day. So, saying Basmallah there as the symbol of praying.

Speaker can produces directive utterance in various ways. Normally, the speakers deliver directive utterance in an indirect or question forms in order to create a polite situation. More indirect an utterance is, more polite it is. According to Levinson (1983: 240) directive utterances commonly occur in forms of commanding, requesting, suggesting, inviting, and warning.

Based on the explanation above, the writer wants to analyze politeness strategies of directive utterances used by students in microteaching class by using Brown and Levinson theory in order to find the types of politeness strategies used by students in using directive utterances. Hence, the writer constructs the study entitled *Politeness Strategy of Directive Utterances Used by Student of English Department of Muhammadiyah University of Surakarta in Microteaching Class*.

## **B. Limitation of the Study**

The scope of Pragmatic analysis is very broad, so this study is limited on Politeness Strategies in directive utterances. As a result, to make this research more specific, it is limited only on directive utterances used by students of English Department of Muhammadiyah University of Surakarta in Microteaching class in 2011/2012 year.

## **C. Problem Statement**

According to the background of the study, the writer proposes the following problems:

1. What are the intentions of directive utterances used by students of English Department of Muhammadiyah University of Surakarta in Microteaching class?
2. What are the types of politeness strategy of directive utterances used by students of English Department of Muhammadiyah University of Surakarta in Microteaching class using?
3. What are the language forms of directive utterances used by students of English Department of Muhammadiyah University of Surakarta in Microteaching class?

#### **D. Objective of the Study**

After formulating the problem statements above, the writer has the following objectives:

1. To describe the intention of directive utterances used by students of English Department of Muhammadiyah University of Surakarta in Microteaching class.
2. To describe the types of politeness strategy of directive utterances used by students of English Department of Muhammadiyah University of Surakarta in Microteaching class.
3. To describe the language form of directive utterances used by students of English Department of Muhammadiyah University of Surakarta in Microteaching class.

#### **E. Benefit of the Study**

This study gives some contributions for the improvement of the English language teaching and learning. The benefits are:

##### 1. Practical Benefit

###### a. Student

Students can improve the speaking skill deeply using appropriate theory of politeness, so that students can understand more about speaking and how they should behave when they perform a directive to someone.

b. Lecturer

In this research, lecturer can get more information about how the student should act when they perform a directive utterance in the microteaching class. So the lecturer can give some appraisal after reading the research.

2. Theoretical Benefit

This study gives some contributions to develop the knowledge of pragmatic field especially of Politeness Strategies. It can be used by other researcher as an additional reference to open other analysis relating to the research on Politeness Strategies by Brown and Levinson' theory.

## **F. Research Paper Organization**

The researcher is going to organize this research in order to make easier to understand. This research is divided into five chapters:

Chapter I is introduction. This chapter is divided into six parts, they are: background of the study, previous study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory. It consists of notion of pragmatic, speech act theory, politeness strategy, and directive utterance.

Chapter III is research method. It consist of type of research, object of the research, data and data source, technique of collecting data, and technique of analyzing data.

Chapter IV is research finding and discussion. The researcher finding elaborated into three main parts. They are the intentions of directive utterances, the type of politeness strategies, and the language forms of directive utterances.

Chapter V is conclusion and suggestion. This chapter serves the conclusion of the result of the study and suggestion from the researcher related with her result of the study.