CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the instrument which is formed and feeling, mood, aspiration, will and act (Hjlmslev: 1969), helps human to communicate with others. A successful communication happens when people realized that there are some norms that their languages use and their interpretation toward the action and the utterance of the addressee. The norms are used by people to maintain social relationship with other. Politeness, as one of social norm, is reflected in their daily communication. Therefore, people may know someone being polite or not through the way they speak. In order to be polite, people should consider contextual aspects of interaction, such as, who are talking to, what they are talking about.

When people realize politeness and perform it in human interaction. It is possible for them to maintain their social relationship with other. Yule (1996:60) says that politeness is used in communication " as the means employed to show awareness of another person's face". When this concept is used, it can prevent miss communication between speaker and hearer.

Sometimes people do not aware to another person face. Then, if speaker does not care the face of addressee, he or she might threaten the face of speaker or hearer then it is called *Face Threatenig Act* (FTA). FTA happen in communication and can threaten both positive and negative face. Therefore, to minimize treat happen in communication, politeness strategies are applied

to repair these FTA. Brown and Levinson (1987) suggest a number of politeness strategies to repair FTA, do the FTA with *positive politeness, negative politeness, off-record politeness, bald on record politeness* and do not do FTA. The number of strategies is reprensented in different situations.

This study is conducted to politeness strategies in disagreement act used by students of eighth grade SMP N 1 Ngawen. The writer conducts a study about most common types of politeness strategies in disagreement used by students eighth grade of SMP N 1 Ngawen. Futhermore, this study finds out the most common types of politeness strategies in disagreement used by students eighth grade of SMP N 1 Ngawen based on gender and familiarity

One of the standard content in BSNP SMP, in BSNP specially in eighth grade there are have standart content that contain about how to understand sense and dialog about transactional and interpersonal text. Disagreement is one of type transactional text. In the Free Dictionary disagreement is a failure or refusal to agree, a disparity, an consistency. When this act performed, it can threaten the face of both the speaker and hearer. Thus, politeness strategies is used in this act to minimize FTA to happen. Moreover, this politeness strategies is used to maintain social relationship between the speaker and hearer.

For example :

situation : Pada saat ada kegiatan diskusi antar sekolah tentang facebook. Ada teman dari sekolah lain menyatakan bahwa setiap siswa harus mempunyai akun facebook karena facebook sangat bermanfaat pada era sekarang. Bagaimana cara kamu mengungkapkan ketidaksetujuan kamu?

Student response : yes, but i think usefull or not depend on user.

The respondent do not explicitly disagree with the hearer. By uttering "yes, but..." in preceding responses, the respondents appear to hide disagreement or protend to agree with hearer. It happens because the respondents recognize hearer's positive face need. Thereby, the respondent try to minimize FTA to the hearer.

Students of eighth grade SMP N 1 Ngawen are choosen as the respondent in this study because they are expected to know linguistic and communicative competence, they are assumed to know how to use language appropriately in communication.

By regarding to the above fact, the writer chooses Politeness In Disagreement Act Used by Students Eight Grade in SMPN 1 Ngawen. The writer wants the students to learn about politeness in disagreement act. Futhermore the writer interesting to know type of politeness strategies used by Eight Grade in SMPN 1 Ngawen in DCT and the writer classify them and find out what the dominant type that is used by them.

B. Limitation of the Study

In conducting the research, the writer limits the study that is going to be discussed. This research, only deals with the politeness strategies in disagreement act used by the student eighth grade in *SMP N 1 Ngawen.* The writer analyzes the politeness patterns in employing disagreement act based on Politeness Strategy of Brown and Levinson.

C. Research Problem

Based on the background of the study presented in the previous part, the research question that writer would like to answer are:

1. What are the types of politeness strategies in disagreement act used by the students of eighth grade *SMP N 1 Ngawen*?

2. Do the gender differences influence politeness strategies in disagreement act used by the students of eighth grade *SMP N 1 Ngawen*?

3. Does familiarity of the speakers influence politeness strategies in disagreement act used by the students of eighth grade *SMP N 1 Ngawen*?

D. Objective of the Study

Based on the problem mention above, these are the objectives in this research:

1. To describe types of politeness strategies in disagreement used by students of eighth grade *SMP N 1 Ngawen*.

2. To describe the influence gender differences with politeness strategies in disagreement used by student of eighth grade *SMP N 1 Ngawen*.

3. To describe whether the familiarity among speakers influence politeness strategies in disagreement used by students of eighth grade *SMP N 1 Ngawen*.

E. Benefit of the Study

This research gives advantages on education aspect especially in teaching learning process. The writer hopes some benefits from this study:

1. Theoretical Benefit

   The result of the study provide information to lead studies about politeness specially in disagreement act

2. Practical Benefit

   In this research, the researcher gives an additional reference for further research; especially on politeness in disagreement act.

F. Research Paper Organization

In order to make the readers are able to catch the thesis easily, the writer arranges the thesis into five chapters. There are chapter I is introduction which consists of the background of the study, problem of the study, objectives of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory, dealing with previous study, notion of pragmatics theory, speech act theory, politeness theory, disagreement, gender and familiarity.

Chapter III is research method presenting type of research, type of research, place and time of the research, subject of research, object of research, data and data source, method of collecting data and method for analyzing the data.

Chapter IV discusses research finding and discussion. The research finding is types of politeness strategies in disagreement used by students of

eighth grade *SMP N 1 Ngawen*, identify the gender differences influence with politeness strategies in disagreement used by student of eighth grade *SMP N 1 Ngawen*, and the familiarity of the speakers influence politeness strategies in disagreement used by student of eighth grade *SMP N 1 Ngawen*.

Chapter V is conclusion and suggestion. After chapter V, the writer presents, bibliography, virtual reference and appendix.