CHAPTER I

INTRODUCTION

A. Background of the Research

In the course of history since 1945 (Independence Year), the national curriculum of Indonesia had undergone change several times, namely in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004 and the latest curriculum of *KTSP* 2006 (best understood as School Based Curriculum). Those amendments are logically consequences of political issue, government system, social cultural, economic, science and technology change in the living of state community (Soekisno, 2007). Therefore, the curriculum as a set of educational plans should be developed dynamically in accordance with the demands and changes that occur in society. All Indonesia's national curricula are designed based on the same foundation, namely *Pancasila* (Philosophical foundation of the Indonesian Republic) and the 1945 constitution; the principal differences among those curriculums were only on emphasizing of educational goals and approaches to realize it.

KTSP which was being mandated by the Ministry of National Education Indonesia through The National Education Standard Institution (*BSNP,* 2006) means to reinforce the implementation of its predecessor (read: KBK). It implies that KTSP emphasizing on developing students competencies. The implementation of this curriculum is focused on three

dimensions of student's enrichment of knowledge (cognitive), attitude formation (affective) and behavior (psychomotor).

In addition, teaching English as a foreign language in Senior High Schools is armed at providing the students with communicative competence in skills such as listening, speaking, reading, and writing. Hymnes in Freeman (2000: 121) pointed that being able to communicative requires more than linguistic competence; it also requires communicative competence. The competence in English language as a foreign language will help the students to express ideas and feelings in interpersonal and transactional communication. They are also expected to be able to make personal or social decision and have responsibility, and make use of the analytical and imaginative competencies (Depdiknas, 2004:5).

The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as "communicative competence." Hymes coined this term in order to contrast a communicative view of language and Chomsky's theory of competence. Chomsky held that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. (Chomsky 1965: 3)

Kern (2000: 132) in *Departemen Pendidikan Nasional* (2003: 23) represented his ideas on three connected circles. The circles are reading circle, writing circle and speaking circle. They are tied each other. Implication from his models is that all of learning activities requires teachers to play an active role. Nevertheless, listening seems to be separated from other skills because it focused more on correct spelling of each words, sounds, etc. Thus, Kern also modified into four connected circles below. Each skill connects each other, not separated. If one skill improves, listening for an example, so other ones will, whether speaking, reading, or writing. On the other hands, if it occurs difficulties on mastering one skill, it will be significant barriers to improve the other ones.

Figure 1.2. Kern's modified figure

Communicative competence suggests the learners in mastering the four kinds of skills, e.g the model of communication competence is taken from Murcia (1995:10). In her model Murcia developed the competencies in order that the students can achieve communicative competence. The core of her communicative competence is discourse competence. Discourse competence

concerns with the selection, sequencing and the arrangement of word, structure, sentences and utterances to achieve unified spoken or written text (1995: 13).

In order to come to discourse competence learners have to acquire some competencies namely linguistic competence, actional competence, sociocultural competence and strategic competence. Linguistic competence deals with sentence patterns and types, constituent structures, morphological inflection, lexical resources, and phonological systems needed to realize communication in spoken and written. The actional competence relates to oral communication. It can be applied by the teacher in class in order that the students are familiar with English discourse. The sociocultural competence concerns with how to express message in the socio and cultural context. It is very important in learning second language because students cannot find the social and cultural context by themselves.

Successful communication in language learning must not only address linguistic forms but also acknowledge language as a reflection of the socio-cultural norms of the L2 community. And while grammatical competence continues to serve as a common assessment to evaluate language proficiency, there has been a growing interest in the considerations surrounding the acquisition of pragmatic competence, or appropriate use of linguistic form.

Communicative competence must encompass not only a mastery of linguistic form but also knowledge of how, when, and with whom it is appropriate to use the linguistic forms acquired. Various aspects of pragmatic

competence, however, must be approached in distinct manners, especially regarding how it is assessed in the classroom. One venue by which to begin to assess pragmatic competence as it pertains to language learning can be explored through an examination of two principal theoretical issues: speech act theory and politeness theory.

Politeness has seen an enormous progress in its development in line with the need to achieve an effective communication and to avoid communication misunderstandings as well as miscommunication. Brown and Levinson (1987) postulate that to be polite is to be face-caring of all participants involved in a communication transaction each of whom has to regard, maintain and enhance the public image reflected through face. This requires the cooperation of participants in the communication transaction. Grice (1975) has identified the cooperation of the speaker and hearer as a characteristic of such communication and has described the principle that governs successful communication between a speaker and a hearer as the 'Cooperative Principle'

In relation with the politeness, this research focuses on the analysis of politeness expressions in Senior High School English textbooks. Drawing on politeness theory, particularly Brown and Levinson (1987)'s taxonomy of politeness strategies, this research analyzes the characteristics and functions of the expression of politeness in Senior High School English textbooks.

Politeness appears to be a prevalent concept and an important factor in human interaction. As regards its definition, it is often considered

socioculturally appropriate behavior and is characterized as a matter of abiding by the expectations of society. According to *Routledge Dictionary of Language and Linguistics*, politeness is a term for a combination of interpersonal considerations and linguistic choices affecting the form and function of linguistic interactions. In different cultures and different contexts, politeness refers to quite different things.

Politeness theory has a long history in linguistic research focusing on interaction. This theory originates from the construct proposed by Goffman (1967). Goffman holds that face is associated with the social-emotional notions of being embarrassed or humiliated, and face can be lost, maintained, or enhanced when people participate in any interpersonal interaction. One feature of natural, unscripted language is the desire to be seen as being *polite*. One of the politeness conventions is *face theory*. Politeness is important because it shows that the participants have respect for the person they're talking to, whether it is in a formal or informal setting. As face theory proved, there is an inherent desire within a conversational setting to be seen as being polite.

Brown and Levinson (1987) describe a phenomenon called *positive and negative politeness* in conversation. Positive politeness is where you claim common ground with other speakers and convey your assumption that all participants wish to be cooperative. Negative Politeness means you are indirect, don't presume or assume anything, don't force your point or impinge on the other person. The linguist and philosopher H. P Grice (1975) saw co-operation between the participants of a conversation, as the fundamental

principle underlying conversation. He said that conversations proceed on the assumption that those taking part have common goals and agreed ways of achieving those goals. This is what he called *the cooperative principle.*

In term of familiarity, for instance, the students are expected to show politeness by avoiding a direct request from people with whom people lack of degree of familiarity. As a result, communication across culture can be better achieved, or at least, potential personal friction and misunderstandings in intercultural communication can be minimized.

There are many reasons why the existence of politeness in English textbooks is important. Firstly, in order to become an excellent conversationalist, besides being inborn, we should be able to understand and use politeness strategies, that will help us know how to open, maintain as well as close a conversation. Among them, a politeness strategy for conversational maintenance is the most important thing because they are the key factors deciding the success of the whole conversational process.

Secondly, for a successful conversation, the partners must achieve a workable balance of contributions. That is to say, we should be not only an active speaker but also an active listener, a conversation will go nowhere if it is just one-sided. Only when all of the conversationalists participate enthusiastically do they really contribute to the sustenance of any conversational making, either in English or Indonesian.

The study is based on Brown and Levinson's theory which suggests numbers of alternative approaches to politeness. Some linguists such as Grice

and Leech dedicated their research on the complexity of politeness issues. Grice proposed the conversational 'maxim' as normative rules of interaction: quantity, quality, relevance and manner. Maxim means a well-known phrase that expresses something that is usually true or that people think is a rule for sensible behavior (Wehmeier 2000, p. 791). Leech, after elaborating Grice`s maxims, sets a politeness principle that offers the more general model than Grice's maxims. Leech identifies the maxims of tact, generosity, approbation, modesty, agreement and sympathy (Bowe and Martin 2009, p. 33 & Holmes 2006, p. 690).

The significance of politeness in English textbooks is to make a positive contribution practically and theoretically. In practice, politeness within textbooks may provide contextualization cues on how to deal with Indonesian people in a wide range of social activities. It also aims to contribute positively to the academic discussion in order to inform people from different cultural backgrounds so as to they are properly informed about what is considered to be socially polite or impolite in the Indonesian's settings.

Above are the main reasons motivate the researcher to carry out a study on the expressions of politeness in Senior High School English textbooks.

B. Scope of the Study

The problem is limited in order to avoid misunderstanding and misinterpretation. It also hopefully can give a limitation toward the given analysis. It also dues to the effectiveness of times and cost too. Then the writer only focuses on the study of the expressions of politeness in Senior High

School English textbooks. For this purpose, the writer needs to limit the study as follows:

1. The theory of Politeness of the study limited based on Brown and Levinson (1987) Theory of Politeness.

   The object of the study is limited on the analysis of politeness expressions in Senior High School English textbooks entitled "REAL ENGLISH for Senior High School Grade X", "REAL ENGLISH for Senior High School Grade XI", and "REAL ENGLISH for Senior High School Grade XII" written by Peter James published by Erlangga Publisher through the Politeness Strategies in the terms of: 1) Bald on Record strategy, 2) Positive politeness strategy, 3) Negative politeness strategy, and 4) Off record politeness strategy.

2. The analysis focuses on the expressions of politeness in reading texts, explanations and exercises within the textbooks.

C. Problem Statement

The main research problems of the study are:

1. What characteristics of expressions of politeness are included in Senior High School English textbooks in the forms of texts?

2. What characteristics of expressions of politeness do Senior High School English textbooks explain? ,and

3. What characteristics of expressions of politeness are included in Senior High School English textbooks in the forms of exercises?

D. Objective of the Research

1. To identify the characteristics of expressions of politeness in Senior High School English textbooks in the forms of texts,

2. To describe the characteristics of expressions of politeness in the form of explanations of Senior High School English textbooks, and

3. To explain the characteristics of expressions of politeness in Senior High School English textbooks in the forms of exercises.

From this research, the researcher wants to examine the characteristics and the functions of the expression of politeness in Senior High School English textbooks through the Politeness strategies, in the terms of: 1) Bald on Record strategy, 2) Positive politeness strategy, 3) Negative politeness strategy, and 4) Off record politeness strategy.

E. The Significance of the Study

Herewith, the author expects that this research would give several benefits, both theoretically and practically.

1. Theoretical Benefit

It is expected that the result of this study can give contribution to the development of educational matter. This research gives better understanding about the characteristics and functions of the expression of politeness in Senior High School English textbooks.

Moreover, it is also expected that the result of the research is used as a reference for those who want to conduct a research in the characteristics and

functions of the expression of politeness in Senior High School English textbooks.

2. Practical Benefits

For the students, this research hopefully gives motivation to improve their proficiency of English. Moreover, by considering the result of this research, it is expected that the students will be more aware of their learning materials. Furthermore, by conducting this research, it will give the students better perception of the characteristics and functions of the expression of politeness in Senior High School English textbooks. Hence, they will be more eager to acquire the foreign language as their own need not as the compulsory.

For the teachers who teach English, especially in Programmed Islamic Senior High School, it is expected that the result of this research give information, input, even suggestion to the better improvement of their duty as the educators to help their students gain meaningful and useful learning. Thus, it will motivate teachers to improve their own proficiency of English, so that their students will understand both the language and the subject content given.

For the policy makers at school, the research finding gives obvious and detail description dealing with the characteristics and functions of the expression of politeness in Senior High School English textbooks. Hence, they are able to measure the school's capability and readiness to conduct qualified English teaching learning materials.