

CHAPTER 1 INTRODUCTION

A. Research Context

Speech act is not only an act of making some words without the meaning, but also an act which contains an intention. When the speaker says something, they will expect that the hearer will be affected by those utterances.

Speech acts, according to Austin, are not only saying something, but also 'doing' something.

Speech act is an action such as making a statement, giving orders, asking questions, making appointments, etc., ..., this action is generally made possible by and conducted in accordance with certain rules for the use of linguistic elements (Searle, 1969:16).

Based on Searle's theory there are five categories of speech act, they are representative, directive, commissive, expressive, and declarative.

Directive utterance is one kind of speech act. According to Levinson (1983:240) directives utterances are those kind of speech act that speaker use to get the addressee to do something. They express what the speaker wants. The types of directive utterance are commanding, ordering, requesting, and suggestions and prohibiting. For examples: (1) Bring the bag. (2) Dad, please bring the bag. (3) Sit down! (4) Could you please sit down? Each of them have the same meaning but different level of politeness.

Being polite while uttering something especially on directive utterance is the main requirement, when the speaker fails to be polite it could ruin the social relationship with the other people and the speaker's self-image could be damaged. For English students mastering politeness is the important part of teaching because they will teach their students politely.

The researcher focuses on the directive utterance because it has high risk level than other utterance such as representative, directive, commissive, and expressive. Essentially all of the students could perform politeness based on

their first language. So this research wants to measure how the realization of the politeness strategy of directive utterance by the students of English Department. It is because they study English as foreign language.

There are some famous experts on politeness theory namely Robin Lakoff (1990), Penelope Brown and Steven Levinson (1987), Geoffrey Leech, Yueguo Gu, Sachiko Ide, Shoshena Blum Kulka, Bruce Fraser (1990), and Yule (1996). According to Brown and Levinson politeness is a terms to avoiding conflict, the central themes are “rationality and face”. Face is public self-image, most people try to avoid damaging others people faces. FTA is an act that would make someone possibility lose face or damage it in some ways. There are some politeness strategies to react to FTA’s. First, the relative power of the hearer over the speaker, the social distance between the speaker and the hearer, and the ranking of the imposition in doing the FTA.

Lakoff in GinoEllen’s book defines politeness as “a system of interpersonal relative designed to facilities interaction by minimizing the potential for conflict and confrontation in all human interchange”. So being polite is the best deal to save people face.

Based on the phenomenon above, the writer is interested to conducting the analysis on directive utterance and politeness strategy. The writer tries to identifying the syntactical form directive utterance, the realization of politeness strategies. The title of this research is “**Realization of The Politeness Strategies of Directive utterance by The Students of English Department at The Fourth Semester Muhammadiyah University of Surakarta**”.

B. Limitation of study

To prevent misunderstanding and clarify the study in this research, the writer focuses to clarify the syntactical form of request and ordering as the part of directive utterance. Then clarify the realization of the politeness strategy by the students of English Department at the fourth semester.

C. Focus of the study

Based on the background of the study above, the focus of the study in this research can be formulated as follow:

1. What are the syntactical forms of the directive utterance used by the students?
2. What are the politeness strategies of the directive utterance used by the students?
3. What are the syntactical form of directive utterance and politeness strategies relationship?

D. Objective of the study

The objectives of the study in this research are:

1. To describe the syntactical form of directive utterance used by the students.
2. To clarify the realization of the politeness strategies of directive utterance.
3. To describe the relationship between syntactical form of directive utterance with politeness strategies.

E. Benefit of the study

The benefit of this research consists of theoretical benefit and practical benefit.

1. Theoretical Benefit

The result of this research can give the contribution to the study of politeness strategies.

2. Practical Benefit

a. English Teachers

The result of this study could enrich the knowledge about pragmatic and politeness strategies. It can be adopted by other teacher who teaching English to help the students to get their confident while do a conversation, effective conversation, and give pragmatic awareness views.

b. Future Research

This study could be the additional references for future researcher on conducting pragmatic study.