

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

In this modern era, there are many competences which must be achieved by the learners. One of them is language competence in using language. The competences are not only reading and writing, but also the competence of how to use language in appropriate manner to maintain social interaction among people. The knowledge of using language in appropriate manner is called pragmatic competence. Chomsky (1980: 224) states that pragmatic competence is knowledge of appropriate manner for using language in conformity with some purposes. It is very important to have pragmatic competence in speaking to save another's face. Brown and Levinson (1987: 61) states that "face is something that is emotionally invested, and that can be lost, maintained, or enhanced, and must be constantly attended to in interaction". It means that face is an individual feeling which has potential to be damaged by other people in social interaction.

Moreover, speaking fluency without pragmatic competence can make face threatening act and can destroy social interaction. Face threatening act is an action which threatens another person's face directly. There are three models of the assessing the seriousness of face threatening act, namely power property between the speaker and the hearer, relative distance between the speaker and the hearer, and ranking of imposition. It means that people must be careful in using utterance to avoid face threatening act. They also should understand the relation between the speaker and the hearer because there are three categories of the relationship between the speakers namely close, familiar, and unfamiliar and it is significant to use proper utterance for different relationship. Thus, they can use proper utterance to someone else in daily interaction among people.

In addition, the students of speaking I subject have material about daily interaction or communication among people. The writer has seen that based on syllabus of speaking subject in first semester, the aim of learning speaking is English fluency about daily conversation. It only emphasizes on speaking English fluency without learning on politeness, whereas politeness is very important in learning language. Politeness is showing awareness and consideration for another person's face (Yule, 2006: 119). Politeness is the using of language which avoids the threatening of hearer's face. It is very important to maintain social interaction in the social life among people. So, politeness must be studied in learning speaking. It must be accommodated in speaking subject of first semester. So the students can achieve pragmatic competence, especially politeness, in using English language.

One of daily conversations in speaking material is apologizing utterance. Apologizing utterance is to regret an action because of the mistake. Trosborg (1995: 15) states that an apology is expressing regret. Apologizing is riskier for another person's face and it can give impact for the hearer's face. In speaking, it is important to understand how to utter polite apology for someone else for saving the face.

Based on the phenomenon above, it is very significant for the students to learn English with pragmatic competence. It is not enough for the students to be fluent in English. They should speak in appropriate manner to the others too. The writer is interested in conducting research entitled, *Apologizing Strategies Used by the Students of English Department of Muhammadiyah University of Surakarta*.

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

This study is focused on apologizing strategies made by students of the first semester of English Department of Muhammadiyah University of Surakarta. The data sources are taken by using DCTs scenarios which consist of three categories, namely: close, familiar, and unfamiliar. Each category is also divided into three types, namely: lower, equal, and higher. It is done to get variation of students' utterances on the each number of DCT, so the

researcher can analyze the variation of utterances by using apologizing strategies theory and politeness strategies theory. It also can give the correlation between social status and familiarities with the strategies. The analysis includes; (1) the apologizing strategies of the utterance, and (2) the politeness strategies of the apologizing utterance. The analysis of apologizing strategies use the theory from (Trosborg, 1995) and politeness strategies use the theory from (Brown and Levinson, 1987).

### **C. Problem Statements**

Based on the background of the study above, the focuses of the study are formulated as follow:

1. What are the apologizing strategies made by the students?
2. What are the politeness strategies of the apologizing utterance made by the students?

### **D. Objectives of the Study**

The purposes of the study are as follow:

1. To describe apologizing strategies made by the students.
2. To describe the politeness strategies of the apologizing utterance made by the students.

### **E. Benefits of the Study**

1. Theoretical Significance

The result of this study can give contribution for the study of politeness strategies of apologizing utterance.

2. Practical Significance

The study can help the next researcher who has the similar topic of this research to get the information about apologizing strategies used by the students of English Education of Muhammadiyah University of Surakarta. It includes the apologizing strategies and the politeness strategies of the utterance made by the students. It is also hoped that the results give contribution to the development of the materials of speaking.