

## CHAPTER I INTRODUCTION

### A. Background of the Study

In curriculum 2013, there are 4 aspects of learning that should be mastered by the students; they are the aspects of spiritual, social, knowledge and skill. Spiritual aspect refers to the students' ability to implement religious values in their life. Social aspect refers to the way the students behave properly in their social life. Knowledge aspect is about mastery of the subject content and skill is the implementation of the knowledge.

Beside those 4 aspects, in the subject matter of English language, there are 4 competences that must be achieved by the students, they are; interpersonal and transactional communication, short functional text, and long functional text. Related to the interpersonal and transactional communication, the students should be able to implement the principles of communication properly. The communication principle covers the ability of choosing the language features, communication and politeness strategies which are suitable for the communication intents.

According to Yule (1996: 60) politeness is "show awareness for another person's face". Politeness is how the speaker tries to not make offend the hearer by words. The student not only has interaction with the teachers or classmates, but the student also has social interaction, which mean the student also has interaction to everybody in student's daily life, like how the student interacts to family, even strangers. That is why politeness important to the student to learn.

For interpersonal communication the students should handle the ability of the use of English language to maintain the social relation, for example; greeting, apologizing, thanking, introducing, congratulating and so on. Apologizing is an attitude where the speaker admits if he or she is doing a mistake to the hearer. For expressing apology, people can use utterances like, "*I'm sorry, I'm not intentionally ripped your book.*" The speaker can use that utterance when he or she not intentionally ripped the hearer's book, so he or she

express his or her apology by saying “*sorry*” to the hearer. Another example, “*Please forgive me, I didn’t mean to do that*” the speaker can use that utterance when he or she express to someone older. “*I’m sorry.*” That words can be use to express to someone younger than the speaker or has lower power than the speaker.

For transactional communication, the students should be able to use language to make someone else to do something, for example; commanding, requesting, suggestion, and so on. For short functional text, the students should be able to give information to the hearer, for example; announcement, advertisement, memo, invitation letter, and so on. For the long functional text, it is a little bit different with short functional text, because the use of long functional text not that often rather than short functional text in daily life.

The students should be able to use those kinds of apologizing strategy. Therefore the researcher is interested to analysis the apologizing utterance and politeness strategy. The title of this research is *Politeness Strategies of Apologizing Utterances by the Students of SMA Muhammadiyah PK Kottabarat Surakarta.*

## **B. Problem Statement**

Based on the background of study, the problem statements of this research are:

1. What are the types of apologizing strategies used by the students?
2. What are the types of politeness strategies of apologizing strategies used by the students?

## **C. Objectives of the Study**

The objectives of this research are:

1. To describe the types of apologizing strategies used by the students.
2. To describe the types of politeness strategies of apologizing strategies used by the students.

**D. Benefits of the Study**

The researcher hopes that this research is beneficial for:

1. Theoretically

This research can be the reference of the study of politeness strategies and apologizing strategies. This study also gives information about types of apologizing strategies.

2. Practically

a. English Teacher/Lecturers

From this study, the teacher/lecturers hopes can get usefull knowledge about politeness strategies and apologizing strategies and the result of this research can be used in teaching linguistics especially in pragmatics and politeness.

b. Future Researchers

This study can give a reference for the future researchers in the research about politeness and apologizing.