

CHAPTER I

INTRODUCTION

A. Background of the Study

Politeness and impoliteness are two things that cannot be avoided in social interaction. Politeness is commonly taught to students to make them know how to speak politely, while impoliteness is rarely taught to them. But in fact, studying impoliteness strategy is also important since it makes them aware of being polite and avoids impolite utterance.

Culpeper (1996) refers impoliteness to communicative behavior intending the cause of the “face lose”. The behavior can be meant as an action to cause offense (Laitinen, 2011). Bousfield (2008: 72) adds that impoliteness constitutes the communication of intentionally gratuitous and conflictive verbal face-threatening acts (FTAs). So, impoliteness can be meant as a behavior attacking someone’s face and causing offense.

Indonesian students as EFL learners are usually lack of pragmatic competence. Sometimes, they are not aware that their utterances are impolite and threaten someone’s face. But, not only studying impoliteness, knowing how to response to impolite utterances is also important to manage social relationship. For example, in responding impolite criticism someone can attack the addresser’s face in turn or counter his face and give clarification.

Criticism is one of speech acts used to express disapproval of something or someone about their bad quality. Leech (1993) believes that criticism is an utterance which is used to express psychological act toward the hearer’s negative condition. Criticism could also bring some impacts to the hearer (Toplak and Katz, 2000), so that the choice of criticism strategy is so important. Inappropriate criticism can violate the relationship between the addresser and the addressee (Tracy, et.al. 1987).

Many studies have analyzed impoliteness strategies and criticism strategies, for example: the impoliteness in *Comedy* movies (Wulandari, 2018), the politeness strategy to respond criticism and the factors which

influence the choice of strategy employed by the characters in the movie *The Ugly Truth* (Anjarsari, 2011), impoliteness strategies in English and Arabic facebook comments (Hammod and Rassul, 2017), intercultural impoliteness (Kecskes, 2015), interlanguage pragmatics of criticism among the students of SMA 2 Mejayan (Suharno, 2015), impolite acts performed in British TV-series *Sherlock* using pragmatic approach (Lucky, 2015), impoliteness and mock-impoliteness in *Dom 2* (Furman, 2011), criticizing and responding to criticism in a foreign language: a study of Vietnamese learners of English (Nguyen, 2005), pragmatic analysis of impoliteness in reply articles as an instance of academic conflict (Khosravi, 2015), the politeness strategy to extend criticism and the main character's responses to the impoliteness strategies addressed to him in *Paranorman* movie (Primadanti, 2015), impoliteness strategies and other characters' responses in *Sherlock TV Series Season 1 Episode 1* (Gunawan, 2017), impoliteness aspects obtain from the utterances spoken by the students of SMP Al Islam Kartasura (Arumningtryas, 2017), impoliteness in interlanguage requests of EFL Learners in Poland (Kozak, 2016), impoliteness in children's interactions in a Spanish/English bilingual community of practice (Cashman, 2006), impoliteness strategies in *House M.D.* (Kantara, 2010), perception of impoliteness (Aditama, 2017), impoliteness used in interlanguage complaints by English as a foreign language learner (Wijayanto, et.al., 2017), and intentions and motivating factors of using impoliteness in interlanguage complaints by English as a Foreign Language (EFL) learners (Wijayanto, et.al., 2018). Despite this, the research about responses to impolite criticism has never been conducted. This research is meant to fill in the gap.

Here, the researcher is interested in conducting a research entitled **“RESPONSES TO IMPOLITE CRITICISM BY INDONESIAN EFL STUDENTS IN SURAKARTA”**. It focuses on describing the response strategies to impolite criticism used by Indonesian EFL students in Surakarta, the influence of status levels towards the use of responses to impolite

criticism strategies, and the influence of familiarity or social distance towards the use of responses to impolite criticism strategies.

B. Problem Statement

From the background above, the researcher proposes the following research problems:

1. What are the response strategies to impolite criticism used by Indonesian EFL students in Surakarta?
2. Does status level influence the use of response to impolite criticism strategies?
3. Does familiarity or social distance influence the use of response to impolite criticism strategies?

C. Objective of the Study

Based on the problem statements above, the objectives of the study are as follows:

1. To describe the response strategies to impolite criticism used by Indonesian EFL students in Surakarta.
2. To observe whether status level influences the use of response to impolite criticism strategies.
3. To examine whether familiarity or social distance influences the use of response to impolite criticism strategies.

D. Benefits of the Study

The results of the study will be of great benefits to the following:

1. Theoretical Benefit

The results of this research are expected to a theoretical contribution of knowledge to the academic reference especially in pragmatic analysis.

2. Practical Benefit

This research is expected to enlarge knowledge and experience of the researcher and other researcher to conduct the similar research. It can be a reference for other researchers to conduct further research on impoliteness analysis.

E. Research Paper Organization

This research consists of five chapters. Chapter I is presenting introduction, which consists of background of the study, problem statements, objectives of the study, limitation of the study, the benefit of the study, and research paper organization.

Chapter II is literary review; it describes underlying theory, previous studies, and novelty.

Chapter III is research method; it contains types of research, subject of the research, data and data source, technique of data collection, and technique of data analysis.

Chapter IV is the data analysis, research finding, and discussion.

Chapter V is the last chapter which consists of conclusion, pedagogical implication, and suggestion.