

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In communication, sometimes people give negative evaluation as a criticism to others in several kinds of conditions. In order to convey their critiques, the speakers will try to find the best words in a best way so the listeners would not feel threaten.

The study on criticism is worth to be done as the act of criticizing is one of the act that highly potential to threaten the face of the hearers. Various strategies are expected and recommended to be used by the speakers in order to alleviate the threats.

A criticism can be realized by either direct or indirect strategies. Following Blum-Kulka (1987), the directness level of a criticism in the present study was determined by the degree of illocutionary transparency, and thus the amount of effort needed to interpret the illocutionary point of this criticism. That is, it assumes that “the more indirect the mode of realization, the higher will be the interpretive demands” (Blum-Kulka, 1987: 133).

The strategies used by speakers in criticism are varied, and they have strong relationship with the social background of the speakers and the hearers. This phenomenon does not only happen in English conversation, but also in other languages including in Javanese language. Even, Javanese language has more levels in politeness strategies in communication.

Most English speakers tend to convey criticism only in two ways, whether it directly or indirectly. They will perform this directly means that they say what they think about something directly without any hesitancy. Or they can use indirect utterances such in the form of questions in order to soften their criticism so that the hearers would not feel irritated.

Whereas, the condition above is different from that of Javanese culture; where criticism is regarded as a very sensitive form of communication. People will try to avoid this kind of communication, although the real condition is the contrary. If it is urgent, they will find the politest way in conveying their criticism and indirectly. Here is the illustration:

*Speaker A is wearing a new dress that is oversized. She feels uncomfortable to wear that. She asks her friends' opinion to see whether she should wear it or not.*

Speaker A : *"Menurutmu klambiku pie? Wes cocok durung?"*

(What do you think about my costume? Is it ok? Is it fits to my body?)

Speaker B : *"Wes, wes apik kok,"*

(I think it is good. No problem.)

Speaker C : *"Ra patik reti, rapopo yae.."*

(I don't really know, maybe it's okay.)

Speaker C : *"Wah, nak menurutku kok ketoke rodok kegedhen, ndak iyo?"*

(Well, perhaps it is rather oversized, right?)

Speaker D :”*Sori yo, aku yo ngeroso ketoke rodo kurang pas nek awakmu.*”

(I’m sorry to say, but I think that this dress is not fits to your body.)

In the conversation above, the real intended answer is from speaker C and D, where she states the real condition of her friend, so that the speaker A can use other dress that suit her body. Whereas, for speaker B and C, they probably have known that the dress is oversized, but they do not say the fact because they do not want to make some criticizing utterances that will make speaker A feels any regrets. In the other words, Javanese speakers sometimes avoid criticizing acts in their conversation; or if necessary, they will convey it indirectly or politely.

The background extended above motivated this research to deeply dig into the use of criticizing strategies used by speakers in criticizing others, especially those for Javanese EFL learners compare to the criticizing strategies carried out by native speakers of Javanese. In overall, this research is focused on the investigation of the use of criticism strategies and the comparison of them performed by Javanese EFL learners and native Javanese speakers.

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

The study is limited to the research of comparing the use of criticizing strategies in English and Javanese language and the use of politeness strategies in performing the act. For additional information, criticizing strategy is one of the forms of speech acts in speech acts theory.

### **C. Problem Statement**

Problem statements that the researcher would like to investigate are:

1. What are the kinds of criticizing strategies used by the Javanese EFL learners (JEL)?
2. What are the kinds of criticizing strategies used by the native speakers of Javanese (NJ)?
3. What are the similarities and differences of the strategy used in criticism by the Javanese EFL learners and native speakers of Javanese?

### **D. Objective of the Study**

Dealing with the statements described above, the objectives of the research are to find out, to identify, and to clarify:

1. The criticizing strategies used by the Javanese EFL learners (JEL).
2. The criticizing strategies used by the native speakers of Javanese (NJ)?
3. The similarities and differences of the strategies used in criticism by the Javanese EFL learners and native speakers of Javanese.

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

By conducting the research of the use of criticizing strategies by Javanese EFL learners and native speakers of Javanese, it is intended to gain several benefits both theoretically and practically, they are:

1. Theoretical Benefit

This research is conducted as the support of criticizing strategy in speech act in the development of linguistics study. In addition, hopefully this study will be beneficial for the other researchers in organizing a research

of criticizing strategy in English and Javanese and the comparison between them.

2. Practical benefits

The educators and the lecturers would obtain meaningful information in the use of speech act in criticizing strategy and the level of politeness used in English and Javanese.

The results of the study are contributed for:

a. Linguistics Studies

This research is expected to be beneficial for the readers in studying the comparison of strategies in criticism (criticizing act) used in English and Javanese. By studying the acts of criticizing, it is expected for the students and the readers more aware in using them in daily conversation.

b. The lecturers

Hopefully, this research would be meaningful for the lecturers to enrich the knowledge in the application of criticizing performance especially performed by Javanese EFL students.

c. The students

From this research, the students would comprehend the comparison in performing criticizing act in English and Javanese language.

d. The readers

For each educator who read this research, hopefully it can bring enlightenment and information concerning in criticism or criticizing act.

#### **F. Research Paper Organization**

Chapter I present the introduction of the paper that consists of background of the study, limitation of the study, problem statement, objective of the study, benefit of the study, research paper organization. Chapter II describes the underlying theory; they are previous study, theoretical review (that consist of criticism theories, theoretical framework and analysis framework. Chapter III tells about the research methods. In this chapter, the writer would like to describe type of research, object of research, subject of research, data and data source, technique of collecting data, data validity, and technique of analyzing data. Chapter IV is the data analysis that the writer would like to explain the description of the research findings and the discussion of the findings of the research. Chapter V is the closure that consists of conclusions and suggestions of the research.