

CHAPTER I

INTRODUCTION

This chapter explains the background of the research, the statement of the problem, the aims of the research, the significance of the research, the scope and limitation, and the definition of key terms.

1.1 Background of Research

Communication is a process of interaction that occurs between one person and another. In line with Paranduk & Karisi (2020), communication is the process of transferring information that can be done through messages, symbols, thoughts, signs, and opinions. The process of interactions between individuals in everyday life cannot be split away from the importance of using language. Language is a tool used by a person to communicate with each other. According to Purandina et al. (2014), language is a sound system constructed from the sound patterns that humans use to communicate. In the process of communication, it is important to choose the proper application of language since language focuses not only on linguistic interactions but also on social interactions (Sofiana, 2019).

In the use of language when communicating, there are several issues that must be considered, one of those is the use of politeness strategy. As defined by Fuad (2022), politeness is an individual's ability to maintain positive relationships in everyday interactions. Therefore, politeness strategy can be defined as the use of proper language following the context and its situation with the aim of building positive interactions between people in social life. Further, the use of polite language can indicate the personality of the person who using it. Supported by

Wahyuni's opinion (2018), who said that knowing about a person's quality of life through his or her relationships with other people when interacting. Thus, it can be said that someone with a good character means someone who has good relationships with others. Positive relationships between people will create a pleasant and peaceful atmosphere, and this can be achieved through the use of politeness strategy in communicating. In line with that, Widyasari (2016), stated that the main principle of the politeness strategy is to minimize the potential for conflict and confrontation in interactions. As a result, it is crucial for everyone to understand and apply the use of politeness strategy in everyday life.

The use of politeness strategy in communication is crucial in various aspects of life which includes work, school, and society. The tradition of polite communication applies not only when we interact with each other, but also when dealing with people who have higher positions, for instance, children with their parents, students with their teachers, and employees with their bosses. Despite that, this study only focused on students' use of politeness in the education aspect, specifically English language education students. Mostly, students who are majoring in English are not native speakers. Therefore, there are still many of them who do not understand comprehensively the use of proper and polite language when communicating, especially when they communicate with their teachers.

Communication that happens in the classroom between teachers and students should build a good relationship. Good relationships between teachers and students can build effective communication. This is supported by Widana et al. (2018), who said that a good interaction process in the classroom can encourage the learning

process in the classroom and also can help to avoid misunderstanding during the learning process. For this reason, both teacher and students can express their ideas and opinions clearly (Sofiana, 2019). On the other hand, the aim of good communication can be considered not only in the process of successfully transmitting messages but also in the creation of comfort between interlocutors when communicating (Mahmud, 2019). In that case, students must not only focus on the use of language but also need to pay attention to the way they speak to their teachers. This is affirmed by Senowarsito (2013), who stated that aside from grammar, pronunciation, and vocabulary, English students must also consider the pragmatic aspects when speaking, especially when communicating with teachers.

There are several previous studies on the scope of politeness that were used as the support material for this research. First, a study conducted by Gemasih (2018) titled *An Analysis of Politeness Strategies Employed by Lectures in Speaking class*. The researcher in this study focused on the use of politeness strategy by the lecturers in the process of speaking in class. This study aimed to describe the types and discuss the most frequent politeness strategies used by the lecturers in the Speaking class. The findings revealed that the lectures in two classes used all of the types of politeness strategies; Bald on Record, Off-Record, Positive Politeness, and Negative Politeness. Furthermore, the findings also found that the most frequent politeness strategy used by the lectures is Bald on Record.

Second, another study that discusses politeness strategy is research conducted by Sofiana (2019) in the title *Male and Female Politeness Strategies in Speaking class*. In this research, the researcher decided to analyze the use of politeness

strategy in male and female students in the Speaking class. The aims of this research are to find out the most frequent and different politeness strategies used by male and female students. The findings of this research revealed that the most frequently politeness strategy used by male students is Positive Politeness, in contrast, the most frequently politeness strategy used by female students is Bald on Record.

Third, a study with a focus on the classroom context by Mahmud (2019), titled *The Use of Politeness Strategies in The Classroom Context by English University Students*. The aim of this study is to determine the types of politeness methods applied by students. The results revealed that students implemented a variety of politeness phrases, including greets, thanks, greetings, apologies, and fillers.

The similarities between this research and the previous studies were in exposing the use of politeness strategy in the classroom activity and the implementation of Brown and Levinson's theory to analyze the data. In contrast, the differences between this research and the previous studies are: 1) the first study has a focus on the usage of politeness strategy by the teacher, whereas this study had a focus only on the usage of politeness strategies by the students; 2) even, the second study has similarity in observing the use of politeness strategy by students, but this research observed the use of politeness strategy among students in general and did not differentiate by gender; 3) with the third study, there is a difference in the use of data collection method, the third study use a video recording of the student's presentation as the data source, whereas this research used video recording of the learning process.

Based on the context of previous studies above, the researcher identified the

research gaps in the study. The theory of politeness introduced by Brown & Levinson (1987) would be used to analyze the use of politeness strategies by English students in Speaking classroom interaction. The students from the Speaking class were chosen because they had greater chances to speak and interact in that class than in other classes. Therefore, the researcher would find out the use of politeness strategy by students in their communication by conducting this study entitled 'A Study of Politeness Strategy Employed by English Students in Speaking classroom Interaction at The University of Muhammadiyah Malang'.

1.2 Research Problem

Based on the research background, this study was guided by the following questions:

1. What politeness strategy expressions are employed by English students in Speaking classroom interaction during the learning process?
2. What politeness strategy types are employed by English students in Speaking classroom interaction during the learning process?

1.3 Research Objective

Based on the research problem, as shown above, the purposes of this study are as follows:

1. To find out the politeness strategy expressions employed by the English students in Speaking classroom interaction during the learning process.
2. To discover the politeness strategy types are employed by the English students in Speaking classroom interaction during the learning process.

1.4 Research Significant

Through this research, it hopes to make a meaningful contribution to several parties, including readers, English students, and further researchers:

1. Readers

It is hoped that the results of this study can increase the interest of readers in the topic of politeness strategy.

2. English Students

The results of this study can increase the knowledge of English students about the understanding of politeness strategies and start paying attention to using it in everyday interaction, especially in the classroom interaction.

3. Further researchers

For future researchers who have an interest in discussing the same topic, this research is expected to be a reference in implementing the same topic.

1.5 Scope and Limitation

This research has a main focus on the use of the politeness strategy employed by English students in the learning process. The limitation of this research is limited to analyze the expressions and the types of politeness strategy employed by English students in Speaking classroom interaction in one teaching material during the learning process.

1.6 Definition of the Key Term

In this section, the researcher aims to make the reader understand some of the terms

used in this research.

1. Politeness strategy is a type of action that demonstrates politeness to others in the communication process (Fitriyani & Andriyanti, 2020). It can be said that the politeness strategy is a method of showing the value of politeness with the aim of avoiding conflicts with the interlocutor when communicating.
2. Speaking is an act of speech that produces a language used to convey and express what someone feels (Buhari, 2019). Along with it, speaking is an activity that involves two or more people where there are speakers and listeners (Rahayu, 2016). Hence, it can be inferred that speaking is an activity that happens between speakers and listeners with the aim of conveying ideas, thoughts, and opinions.
3. Classroom interaction is all of the interaction processes that happen during the teaching and learning activity (Umairoh, 2019). Moreover, classroom interaction is one of the important educational approaches to improving the learning process (Kurniatillah et al., 2022). Thus, classroom interaction can be defined as all kinds of interaction that occur in the classroom throughout the learning process, and if the process works effectively, it can increase the quality of the learning process.