

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the theoretical framework of the study. Based on the research focus, this chapter focuses on politeness strategies, speaking, and classroom interaction.

2.1 Pragmatic

Pragmatics is a discipline of linguistics in which one of the topics covered is politeness strategy. Pragmatics is the study of the intent of something delivered by the speaker to the listener (Servitia, 2017). It means pragmatics is a field of study that discusses how to fully understand the intentions transmitted by the speaker to the listener in order to facilitate the communication process. According to Yule, as cited in Dukha (2020), pragmatics is a study that focuses on the use of language and the people who use it. As a result, pragmatics might be defined as the study of the relationship between the use of language and the people who use it in everyday life. Another definition of pragmatics is presented by Syihab (2022), pragmatics is a field of study about understanding language by examining the correlation of the language and its contexts. Thus, this pragmatic study explains how to understand a language through the context of its use by humans in social life.

Following those statements, pragmatics is a discipline of linguistics that explores how to understand the meaning of a language through the relationship between the use of language and its users who use it. Moreover, pragmatics teaches about comprehending a language in the context of its use in social life.

2.2 Politeness

Dawi & Abas (2020), explained the understanding of politeness is the communication process carried out using acceptable and appropriate language and words, whether in oral or written form. It can be claimed that communicating with politeness can be done directly, by way of speaking, or indirectly, including by using body language. As defined by Brown (2015), polite behavior is a technique to communicate while paying attention to the feelings of others. It means that politeness can be used to avoid conflict and maintain interpersonal social relationships. This is confirmed by Lakoff's statement (In Mahmud, 2019), that politeness is a social feature that evolved to minimize tension in interpersonal encounters. Furthermore, Holmes (2013), defines politeness as behavior that demonstrates respect for the person being addressed through avoiding offending them. By showing respect for others in communicating someone can become individuals who have high value.

Based on the previous definition of politeness, it can be stated that politeness is an attitude that cannot be separated in everyday interaction which aims to respect and show concern for the other person. Furthermore, polite communication can play an important role in building a harmonious environment that can prevent conflict.

2.3 Politeness Strategy

Politeness strategy, according to the theory of Brown & Levinson (1987), is a form of politeness used to protect the 'face' of the interlocutor. The face referred to here is the respect that is maintained by someone when communicating with others in public. For instance, to avoid conflict or friction, people always try not to

embarrass others in ways that make them feel uncomfortable. Hidayanti (2023), provided another definition of politeness strategy, it is an effort to avoid threats to the 'face' of the interlocutor by appearing polite. As a result, politeness strategy can be described as an effort made by humans to communicate by showing respect or politeness in order to avoid discomfort between others.

In addition, Brown & Levinson (1987) also discovered Face Threatening Acts (FTA's). Face Threatening Acts (FTA's) are actions performed by the speaker for the purpose of persuading the interlocutor to fulfill what the speaker wants (Syarifuddin et al., 2022). The theory of politeness strategy by Brown & Levinson (1987), provides four politeness strategies to reduce the possibility of FTA's including Bald on Record, Positive Politeness, Negative Politeness, and Off-Record.

1) *Bald on Record*

The first form of politeness strategy, Bald on Record, can be described as a strategy of speaking directly carried out by the speaker without any effort to reduce the discomfort that the hearer will experience. In this strategy, imperative language is frequently used. The following is an example of the difference between using imperative sentences with and without Bald on Recordings, when the speaker wishes to ask the hearer for help, he or she says "I think there is still a problem in this report, please try to fix it." but when the speaker utilize Bald on Record, he or she says "*This report still has a problem. Fix it!*". This can happen due to a variety of factors, including the speaker's perceived superiority over the hearer, the speaker and the hearer's

intimate relationship, and emergency situational considerations.

2) *Positive Politeness*

The second politeness strategy is Positive Politeness. This method outlines instances in which the speaker notices the hearer's positive face and attempt to express a sense of familiarity to the hearer. This strategy is typically utilized by the speaker since the speaker require something that the hearer desires as well. Positive Politeness strategy is divided into several strategic branches, among others:

- a. Strategy 1 – Noticing the condition of the hearer (his or her wants, needs, goods)

In the first strategy of Positive Politeness, the speaker would express his or her wishes by paying attention to the conditions that are being experienced by the hearer, such as his or her interests, desires, and goods. As a result, for this method, the speaker will apply compliments words to demonstrate politeness. This method is used in the following example:

Joy, you're shoes so gorgeous, where did you buy them?

- b. Strategy 2 – Expanding the interest, approval, and sympathy with the hearer

In implementing this strategy, the speaker will use exaggerated intonation or use word stress with the aim of showing his or her feelings to the hearer through interest, approval, or sympathy. Examples of how this method has been implemented are as follows:

What an incredible voice you have! I can all day long hear your voice. Could you sing for me one song?

c. Strategy 3 – Increasing the interest to the hearer

Positive Politeness can also be demonstrated by attracting the hearer's interest in the story being stated. As a result, in this method, the speaker will use expressive language to construct a good narrative story to attract the hearer's attention. Here is an example of this strategy:

I just heard something unbelievable, what do you think I heard?

d. Strategy 4 – Using in-group identity markers

The use of in-group identity markers in communication is also a form of Positive Politeness. In using in-group identity markers, the speaker usually uses names like *Buddy, Honey, Brother, Babe, Mom, Cutie, Sweetie,* and *Guys* or nicknames like *Joshie* instead of *Joshua*. By using this in-group identity marker, the hearer will feel treated well as members of the same group. The following is an example of a sentence from this strategy:

Could you please open the door for me, sweetie?

e. Strategy 5 – Seeking the agreement

In showing the politeness strategy, the speaker can apply the strategy of showing agreement with the hearer. This can be done by discussing 'safe topics' to find agreement from the hearer. Another way that can be done in this strategy is for the hearer to repeat what the

speaker has said. The following dialogues provide examples of how to use this strategy:

S: Our family is going on vacation to Korea, next month.

H: *Next month!*

f. Strategy 6 – Avoiding the disagreement

Another strategy that the speaker could use for showing good politeness is to change their words to avoid disapproval. This method can be implemented in the following conversation:

H: My painting is bad. Do you think so?

S: *It just needs a little more color to make it better.*

g. Strategy 7 – Raising the common ground

This strategy is similar to gossip and small talk, which usually occurs when the speaker is familiar with the hearer. The speaker is fully aware of the hearer's desires, preferences, and habits. An example of this strategy can be seen in this sentence:

Don't you like a sweet cupcake?

h. Strategy 8 – Sharing jokes

Showing the hearer humor is another way to demonstrate Positive Politeness. The speaker can tell jokes based on the hearer's background knowledge and values. This will maintain the hearer's positive face.

i. Strategy 9 – Showing attention to the hearer's wants

One of the strategies the speaker can demonstrate Positive Politeness is by showing a sense of solidarity and awareness of the

hearer. This is intended to make the hearer feel much more important and willing to accomplish whatever the speaker demands. This technique has been used in the following ways:

I know you really like sweet things, so I've bought a box of candy.

I wonder if I could ask you for help...

j. Strategy 10 – Offering the promise

This strategy can be used when the speaker demonstrates his or her willingness to collaborate with the hearer by assisting his or her with anything the hearer desires. Here is an example of how to apply this strategy:

I'll do it tonight. You don't have to feel worried.

k. Strategy 11 – Being optimistic

In this strategy, the speaker feels confident that the hearer will do what the speaker desires. The following statements demonstrate the application of this strategy:

I think you don't mind if I ask you to sort out the files that are on the table, do you?

l. Strategy 12 – Including the speaker and hearer in the activity

Respect for the hearer can also be used to demonstrate Positive Politeness. The speaker will use the word *Us* in order to involve the hearer in an action. Here is an example of this strategy:

I am so hungry, let's have lunch.

m. Strategy 13 – Giving (asking for) a reasons

Giving or asking for reasons to the hearer about what the speaker wants is one of the types from Positive Politeness strategy. The primary goal of this method is to find out whether the hearer willing to cooperate or not. This method is used in the following example:

I think you did very well today. *Why not take a rest?*

n. Strategy 14 – Declaring the reciprocity

In this technique, the speaker and the hearer will work together to obtain what they require. This technique is achievable through a negotiation procedure. Here is an example of this strategy:

I will help you with your history task if you help me clean the room.

o. Strategy 15 – Satisfying the hearer by giving a gift (goods, sympathy, understanding, cooperation)

The last strategy in the Positive Politeness method is to express sympathy to hearers by delivering gifts such as goods, sympathy, understanding, and cooperation. The hearer will feel well treated by using this method. An example of this strategy can be seen in this sentence:

I am sorry to hear that your cat is missing. How did it happen?

3) Negative Politeness

The next form of politeness strategy is Negative Politeness, which is an attempt to display respect in order to prevent the hearers' negative faces. The speaker does not want the hearer to feel forced to agree with the speaker's

desires. The speaker commonly employs hedging language in order to give the hearer the option of accepting or rejecting the speaker's needs. This Negative Politeness strategy is divided into numerous strategic branches, as well as:

a. Strategy 1 – Being indirect

The first technique demonstrates Negative Politeness in that the speaker communicate to the hearer using language that does not seem contextually ambiguous and differs from the literal meaning. In this strategy, the speaker gives the hearer the choice of doing what the speaker intended. Here are some examples of this strategy:

Could you please help me to turn on the lamp, please?

b. Strategy 2 – Using hedge or question

One strategy that can be used to show Negative Politeness is to use a hedge. Hedge functions to change command sentences into softer expressions so that the hearer will not feel offended. This strategy has been used in the following ways:

I was wondering if I could ask you a question.

c. Strategy 3 – Being pessimistic

The speaker can show pessimistic expressions to the hearer to reduce the risk of rejection. The speaker usually uses subjunctive language in this strategy. The following sentences use this method:

I know you don't have time to help me, do you?

d. Strategy 4 – Minimizing the forcing

Another strategy of Negative Politeness can be done by the speaker minimizing the use of language that might make the hearer feel forced. The following sentence is an example of this strategy:

I just want to ask you if you could lend me a pen.

e. Strategy 5 – Giving deference

There are two ways that the speaker can show his or her respect for the hearer. First, by lowering himself or herself or developing a humble attitude. Second, by placing the hearer's position much higher than the speaker. The expression example of this strategy is:

Excuse me sir, but would you mind if I turn off the Air Conditioner?

f. Strategy 6 – Apologizing

In this method, the speaker is conscious that she or he have obligated the hearer to do something. As a result, the speaker uses the sorry phrase to express his or her regret for burdening the hearer. The following is an example of its application:

I am sorry for bothering you, but...

g. Strategy 7 – Avoiding the pronouns *I* and *You* to impersonalize the speaker and hearer

In order to prevent offending the hearer, the speaker should use *We* rather than *I* and *Sir* or *Ma'am* rather than *You*. This method is demonstrated in the following sentence:

One should not talk like that.

Instead of

You should not talk like that.

- h. Strategy 8 – Stating the Face Threatening Act (FTA) as the general regulation

In this strategy, the speaker will deliver FTAs directly but in the form of rules, regulations, and general obligations. In order to avoid the sense of pressure that will be felt by the hearer. This strategy can also be done by avoiding the use of pronouns. The following sentences have examples:

Visitors are requested not to smoke in the indoor area.

- i. Strategy 9 – Nominalized

One of the Negative Politeness strategies that can be done is to change the use of the word into a noun. In the communication process, the more nouns are used, the less the occurrence of FTA will be. The use of this strategy is as follows:

Your good acting on the stage impressed us

Instead of

You acted well on the stage.

- j. Strategy 10 – Going on record as inviting a debt or as a not indebted hearer

The final strategy in Negative Politeness is for the speaker to express a sense of indebtedness to the hearer. Here is an example of its use:

I would be very grateful to you if you would help me with this task.

4) *Off-Record*

The last strategy of politeness strategy is the Off-Record or it can be said indirect strategy. This strategy is used when the speaker does not directly convey what he or she intends to convey but instead implies it in order to avoid the hearer's discomfort. In this strategy, the hearer is left to interpret what is conveyed by the speaker. As a result, the hearer frequently does not understand what the speaker is trying to convey. This strategy is subdivided into several branches, which are:

a. Strategy 1 – Giving a hint

The first strategy of Off-Record is for the speaker to imply something to the hearer by providing a hint. Here is an example of its application:

It's so hot in here. (Turn on the Air Conditioner)

b. Strategy 2 – Giving the connection clue

In this strategy, the speaker conveys something and relate it with the action required by the hearer. This strategy is used in the following examples:

Oh no, I have got a fever again. (The speaker requests for paracetamol)

c. Strategy 3 – Providing supposition

Another strategy that can be applied to show Off-Record strategy

is to make assumptions in conversations. The speaker is going to express something by connecting it with the context of the dialogue with the hearer. The following is an example of this method in action:

I washed the dishes again today. (The speaker implicates a criticism of the hearer for that responsibility to wash the dishes)

d. Strategy 4 – Understating

Using this technique is typically employed to indicate understatement, but this is achieved by implication by saying something less than what is required. An example of this strategy is:

A: What do you think about her new car?

B: *It's nice.* (The speaker doesn't really like it)

e. Strategy 5 – Overstating

In this strategy, the speaker will exaggerate what will be conveyed from what should be to the hearer. This method can be carried out by making use of a hyperbola. The following example phrases illustrate the application of this method:

You never listen to me.

f. Strategy 6 – Using tautologies

This method is implemented by the speaker utilizing tautologies that encourage the hearer to seek informative interpretations of non-informative utterances. The following are some examples of how this method has been used:

You are men. Why don't you go there?

g. Strategy 7 – Using contradictions

The implementation of this strategy occurs when the speaker makes two statements with opposing meanings and allow the hearer to seek an interpretation that reconciles the two contradictory propositions. This usually happens because the speaker cannot tell the truth. The following is an example of using this strategy:

H: Are you mad about that?

S: Well, *yes and no*.

h. Strategy 8 – Being ironic

In implementing this strategy, the speaker will say the opposite of what is actually meant to the hearer. The following sentence is an example of how this method might be used:

Wow, how genius you are! (In this situation the hearer is not smart)

i. Strategy 9 – Using metaphors

Another strategy of politeness from Off-Record is the use of metaphors in conveying something. Commonly, the use of this strategy occurs on-record, but it is possible to also occur Off-Record. The example of this strategy is:

You are a real koala. (Means the hearer likes to sleep like a koala)

j. Strategy 10 – Using a rhetorical question

The speaker applies this strategy by using questions that have no clear answers to the hearer. In this strategy, the speaker does not require

an answer from the hearer. This strategy is illustrated in the following sentence:

How was I to know that he was going to Europe today?

k. Strategy 11 – Being ambiguous

In this method, the speaker expresses something ambiguously in order to reduce the potential of FTAs. This generally happens when the speaker is attempting to convey something that has a particular meaning. An example of the implication of this strategy can be seen in this sentence:

What a fun day, huh? (It could mean the speaker really had a great day or otherwise)

l. Strategy 12 – Being vague

This strategy occurs when the speaker does not convey the object of what is being discussed clearly to the hearer. The following sentence is an example of this strategy:

I just met someone you must know who.

m. Strategy 13 – Over-generalizing

In this strategy, the speaker says something general to the hearer with an equally vague object. The hearer will then consider if the general rule applies to them. In this method, the speaker will frequently apply proverbs to express information. An example sentence for this method is shown below:

Mature people sometimes help do the dishes.

n. Strategy 14 – Displacing the position of the hearer

In this strategy, the speaker does not directly show the FTA to the hearer but hope that the hearer would recognize that the FTA is targeted at them.

o. Strategy 15 – Using implicit words to be incomplete

The last strategy of Bald on Record is that the speaker conveys something to the hearer with incomplete information. The use of this strategy can be found in the following sentences:

Oh sir, a fever. (The speaker got a fever and asked the hearer to go for a paracetamol)

2.4 Speaking

In the opinion of Putra et al. (2022), speaking is an activity carried out during the process of interacting with the purpose of transferring something. A further purpose of speaking implementation is to express ideas, thoughts, and opinions from the speakers to the listeners. This is following the definition of speaking stated by Gülten & Bedir (2014), speaking is a process of sending and receiving information between humans.

In addition, speaking in English learning is an ability that every English learner needs to acquire in order to convey opinions, comments, and thoughts in everyday life. Rao (2019), opined that speaking is the most critical language skill for language learners to be mastered by language learners compared to the other three language skills, Reading, Listening, and Writing. Since, the ability to communicate is needed in everyday interaction, as a result, to help the learners interact fluently they must

improve their speaking skills.

2.5 Classroom Interaction

As defined by Umairoh (2019), classroom communication is any form of communication that takes place in the classroom between teachers and students, or among other students. During the learning process, the communication process can happen in two ways, such as verbally and non-verbally. Furthermore, Thapa & Lin (2013), described classroom interaction as conversations between teachers and students, or between students, which happened in the classroom as a form of active participation during the learning process. It can be concluded that classroom interaction is a form of communication that happens during the learning process performed by teachers and students.

Interaction in the classroom must be effective with the purpose of maximizing the process of teaching and learning activities. This is reinforced by Rohmah (2017), who stated improving the quality and motivation of students in the learning process can be achieved by engaging the relationships between teachers and students in the classroom. Especially, in language classes, students are expected to actively participate with the goal of improving their language skills. Added to that, the purpose of successful classroom interaction is to develop communication skills and self-confidence in both teachers and students (Thapa & Lin, 2013). Therefore, it can be said that classroom interaction is crucially important to be maintained during the learning process with the goal of making the learning process go effectively.