CHAPTER I

INTRODUCTION

A. Research Background

In interaction, language is a tool for communicate between people. People generally learn the language in order to be able to communicate, and their goal is to be able to express their feeling to other through language. It is important to know how the way communicate nicely to other people. People need to consider what the purpose of their speech before they express it. So that is way the others can understand what the message on the conversation. This case includes to the functions of speech. Beside that, in having interaction or communication we need to consider about politeness. The goal of politeness is to get good relation with other, being polite is also can make more respecting each other.

According to Glaser, language is used to convey one’s intention to each other. In conveying intention, people use strategies in their communication, and it is a part of the language user’s communicative competence. The speaker communicative competence deals with pragmatics.¹ Yule states, Pragmatics determines our choices of wording and our interpretation of language in different situation. Pragmatics concerns with some fields and politeness is one of them. Politeness strategies are very important to investigate as it is used by people in their social interactions and

in the specific contexts, knowing what to say, how to say, when to say and how to be with other people.²

Therefore, we need to classify the utterance not only according to their grammatical form that involved to the functions of speech, but we need also to examine then to match with context and the situation in which it is made. Related to this study, there is politeness strategy that used to communicate with other. As stated by Leech, it as strategic conflict avoidance, which can be measured in terms of degree of effort and put into the avoidance of conflict, situation, maintenance and establishment of comity. The avoidance is represented as a conscious effort on part of the person to be polite.³ Politeness strategies are ways to convey the speech acts as polite as possible. To achieve that, there are some strategies that can be applied in specific context used by an individual in certain society.

According to Zhang, professional teacher role endows them with right to evaluate students' behaviors, constrain their freedom of actions, control resources and give critical feedback, which unavoidably poses threat to students' positive and negative face.⁴ In addition, teacher is as the model in the class and the students will imitate the way the teacher teaches them.

This study comes from a phenomena, latest, just this May, Indonesia was saddened by the tragic news of the death of 14 years old junior high school students, Yuyun, a victim of rape committed by 14 perpetrators, until

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⁴Qin Zhang, Teacher Request Politeness: Effect on students' positive emotions and compliance intention. (Fairfield University: Mexico. 2009)
causing the young woman to lose her life. Marwati showed in her article about the discussion attended by psychologists, teachers, school leaders, school committees, and education officials in Yogyakarta, Kesbangpol Agency, and Yogyakarta Police Office, and led by Head of the Centre, Dr. HeriSantoso. Marwati said that the participants of the discussion agreed that presently schools are heavily burdened with the stereotyping arising among society that school is the only institution responsible if acts of violence are committed by a teenager. In fact, “problematic” students have family and environment backgrounds that always “reproduce” violence. Based on these issues, they recommended the need to develop program and curriculum for family and society in order to preventing and resolving acts of violence. Parents do not know what to do to their teenage children. They seemed to get released from the responsibility of taking care of their children if the children are already educated at school.5

The other phenomenon which happened at school because of character education such as a news comes from Balongbendo, Sidoarjo, last June, a parent reported a teacher to the police office because a teacher pinched his son at school. And the other news comes from Makassar on the middle of this August, a parent hit a teacher until bleeding and breaking his nose because of a punishment gave by the teacher to the student, and then makes a parent angry and hit a teacher.

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Related to this phenomenon, we know how important character building in our life. And we got almost of characters building from the education environment such as school, and university. So, here the writer touched her heart by those cases which happened in our country. And the writer relating those case to the teachers who do not applied the functions of speech and do not use politeness strategy on their teaching in the classroom will impact to the students’ behaviour in communication. It can be observed from such as the teacher’s evaluations and instructions. Harmer argued when teachers give instructions, it is important for them to check that the students have understood what they are being asked to do. This case is not good for the students’ improvement in linguistics and also in social.

Furthermore, lately, a term of character talked by various backgrounds, range from state institutions to the ordinary people. This is due to the number of aberrant behavior or unlawful ranging from government officials to the community, ranging from the issue of corruption to violence. In addition, the application of character education as character builder of the students at school has integrated with the subjects, which called integrated learning. But, the result of this work is still did not bring a change of students’ character. Moreover, school is the biggest environment that can influence the character of the person.

The functions of speech and the politeness strategy have relationship. In fact, an interaction between teacher and students happens in the classroom, it must be effective and polite. If in the classroom an interaction runs well, the
knowledge of the materials which explained by the teacher will be delivered and will be received by students well. By applying the functions of speech and politeness strategy through the teachers instructions, the teacher will give the examples of the kinds of speech functions and the values of politeness at the school through classroom activities that gave by the teacher.

Vocational high school as school which more focused on the skill programmes of their students, the ability of communication in English should be considered and should be improved. The one of the solutions to make the improvement of the communication ability in English is through the way of the teachers teach the students. Because, when the teacher teach their students he/she can make decision how the way the whole of the materials and the knowledges in it can be received by the students optimally.

Nevertheless, it is important for the teachers who teach English in vocational high school to apply the functions of speech and politeness strategy in teaching and learning process. For the reason that one of the purposes of vocational high school is to prepare the students to be a productive person who can work autonomously, add the vacancy to the industrial and business as the intermediate employee. Here, one of the goal of applying the functions of speech and politeness strategy in English classroom interaction is to build new better characters of every students and to develop the communicative ability in English. As vocational high school, SMK Negeri 1 Driyorejo includes in a school which often send their students to many kind of national competition. And the main focus of students in
Vocational High Schools is on skill programs. It was made the application of the functions of speech and politeness strategy in teaching and learning process very necessary to support this skill programs to be better.

Here, the function of speech and politeness strategy is one term in the application. Because both of these term is purpose to success the students in communicative skills and repair the characters of students. Here, the teachers take many roles to achieve these purposes. Almost of the other previous research that the researcher found are only explain the kind of the functions of speech, and the others only explain politeness strategy. Both of these term be separated and it is what makes the other previous research still have weakness in their research. So that is way the writer will do the research of the analysis of the functions of speech and politeness strategy in classroom interaction.

Moreover, important function of talk is the main tool to control the classroom, and understanding the kind of the functions of speech and politeness strategy in classroom interaction will make the classroom activities more effective and efficient. The teacher can applied the functions of speech and politeness strategy when their students found a problems or getting mistakes in their study. Harmer states to be a good teachers should be able to correct people without offending them.\(^6\)

Beside that, in applying the functions of speech and politeness strategy in the classroom interaction, the students and the teacher will more respect each other in the classroom. Because, it includes intonation and gesture, that will

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\(^6\)Jeremy Harmer, *How to Teach English -An Introduction to The Practice of English Language Teaching.* (Longman. 1998)
make the language in teaching much more accepted and memorable by the students. Harmer in his book said: “Apart from adapting their language, experienced teachers also use physical movement: gestures, expressions, mime”.

So that is why the writer considers it is important to analyze the functions of speech and also the politeness strategy that the teacher used in classroom interaction, because the language that used by the teacher in the classroom is able to influence the students’ characters in life.

**B. Statement of The Problem**

Based on the background above, the research problems of the study are:

1. What kind of the functions of speech applied by the English teacher in classroom interaction at SMK Negeri 1 Driyorejo?
2. What are the politeness strategies used by the English teachers through the use of the functions of speech in classroom interaction at SMK Negeri 1 Driyorejo?

**C. Objectives of the Study**

Based on the research questions above, the study is aimed:

1. To find out what kind of the functions of speech used by the English teacher in classroom interaction.
2. To find out the politeness strategy used by the English teachers through the use of the functions of speech on the classroom activities.

**D. Significance of the Study**

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7Jeremy Harmer, *How to Teach English - An Introduction to The Practice of English Language Teaching*. (Longman. 1998)
The comprehension about the functions of speech and politeness strategies have many advantages for many elements of society. One of the advantages is for teachers, since these terms concern with teacher’s instructions, teacher’s motivation, teacher’s evaluation, and classroom management by the teacher. This study purposes to give contribution for English teachers in teaching materials in the classroom politely, effectively and efficiently. To give an information about the important of giving values of politeness to the students in order to improve the grade of students attitudes.

This study is expected to be new information that delivers the contribution for English academic workers or lecturers, especially for linguistic lecturers in developing the material related to linguistic fields. Beside that, this study is expected to inspire the readers about the urgency of character education in the school environment for better living in society. At last, this study is also hoped for the readers to learn and help to provide information about the functions of speech and politeness strategies.

E. Scope and Limits of the Study

This research conducted in classes of SMK Negeri 1 Driyorejo. The researcher takes oneteacher in three times of teaching and learning process. And the class chosen random by the researcher, they are class X and class XII. This research is limited for finding out the functions of speech in classroom interaction based on Jiang theory of the functions of speech, they are instructional, motivational, evaluation, and managerial. Meanwhile, the finding of the analysis of politeness strategy will use Brown and Levinson.
theory of politeness strategies, there are negative politeness strategy and positive politeness strategy.

The researcher analyzed and identified the functions of speech and strategy of politeness that found in teacher’s interaction in the classroom. The utterance that will be interpreted concern with all of languages that used by the English teachers, there are include English and Indonesian. Moreover, it can be representation by other utterances that has similarity for the meaning or context.

F. Definitions of Key Terms

There are several key terms of the study refer to certain concept. The terms are defined to avoid any ambiguous and misinterpretation. Thus, the researcher tries to break down and give clear definition about the terms. Those terms are presented as follows:

1. The Functions of Speech: The term of the functions of speech in this research is closed to the theory of Jiang about the functions of teacher’s speech in the classroom, they are instructional, motivational, evaluative, and managerial. In addition, the functions of speech refers to a form of language which aimed to find out exactly what we are doing with language when we speak.

2. Politeness Strategies: The strategies are used to formulate messages in order to save the hearer's positive face when face-
threatening acts are inevitable or desired. So it can be concludes the politeness strategies are the strategies that used to communicate with other people by considering the meaning of the word, sentence, and clause to be much Kingdom better heared by people to avoid conflict in an interaction. It is involved gesture and intonation.

3. Classroom Interaction: refers to the interaction between the teacher and the learners, and amongst the learners, in the classroom. The interaction here refers to the teacher's instructions, teacher's motivation, teacher's evaluation, and teacher's management of the class.

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