

CHAPTER I

INTRODUCTION

A. Background of the Study

English language learning is generally closely related to four skill aspects, such as reading, writing, listening, and speaking. However, with the globalization of English, the skill of communication or speaking has become a highly valuable skill. In addition, English is a widely used international language, making it a primary focus in language learning. In terms of communication, language serves as a tool for conveying messages, opinions, or thoughts between people. Not only between countries, but even within a society, different communication cultures are often found. Therefore, knowledge about the language used in communication under specific conditions is necessary. This knowledge is contained in the field of pragmatics.

Pragmatics is not only about making meaning out of a given sentence, but pragmatic is also concerned with the hidden meaning of the speaker.¹ Pragmatics tries to include inequality in two things such as theoretical and functional language use. As stated by Fromkin et al, the linguistic discourse that precedes the phrase or sentence to be interpreted is the first context, followed by the situational context, in which almost everything that is not linguistic in the speaker's environment constitutes the second context.² Therefore, in terms of English language teaching, teachers are expected to help EFL learners on how to communicate by thinking about context rather than just relying on grammar rules or semantic meaning.

¹ Ali Siddiqui, "The Principle Features of English Pragmatics in Applied Linguistics," *Advances in Language and Literary Studies* 9, no. 2 (2018): 77.

² Victoria Fromkin, Robert Rodman, and Nina Hyams, *An Introduction to Language*, Ninth Edit. (Cengage Learning, 2010), 167.

According to Ekpa in Farinde and Oyedokun-Alli, elementary and secondary school students should be taught about the factors of social acceptance in language use, which is the main foundation of communication skills.³ The communicative approach focuses on the situationalization of language rather than on form. In establishing and maintaining good interpersonal communication, there is knowledge of interactional methods that can be used. To that end, politeness is an attitude that one uses to be considerate of another person's feelings about how that person should be treated.

Politeness is an important skill to use in daily conversations. When someone wants to start a conversation, as a human being who has ethics, it must be considered that the sentences that are expressed are polite. Yule claims that politeness can be applied as a fixed idea, such as in a culture's definition of etiquette, or courteous social behavior.⁴ There are some universal rules that can be established for social graces in a given culture, such as generosity, humility, thoughtfulness, and empathy for others. For this reason, politeness is not only found in an interaction, especially in speaking in communication, but politeness is included in one of the strategies in the pragmatic field or known as politeness strategy.

Politeness strategies are strategies that aim to show polite behavior in communicating with others. According to Brown and Levinson, politeness strategies are developed to protect the 'face' of the interlocutor.⁵ Politeness comes with respect to other people's facial needs,

³ Raifu O. Farinde and Wasiru A. Oyedokun-Alli, "Pragmatics and Language Teaching," *Journal of Language Teaching and Research* 11, no. 5 (2020): 842.

⁴ George Yule, *Pragmatics*, ed. H.G. Widdowson (Oxford University Press, 1996), 60.

⁵ Penelope Brown and Stephen C. Levinson, *Politeness: Some Universals in Language Usage* (Cambridge University Press, 1987), 61.

through speech acts themselves can threaten other people's "negative face", someone's desire not to be disturbed, namely "positive face", and their desire to be appreciated, therefore the speaker chooses a politeness "strategy" that is tailored to the facial needs felt by others.⁶ Therefore, Brown and Levinson propose a strategy in conducting FTAs, specifically a politeness strategy consisting of Bald on Record, Positive politeness, Negative Politeness, and Off Record.⁷ For this reason, the purpose of politeness strategies is to help one in establishing good communication and preventing misunderstandings.

Politeness strategies are not only about an interaction or direct communication between speakers and speech partners, but can be found in matters relating to conversations in a movie or book and other contexts. In this study, researchers focused on books to dissect politeness strategies reflected in a book, especially in English textbooks. Textbooks are a very commonly used learning resource and are often found in various teaching and learning activities. According to Poljak, as cited in Mithans and Grmek, textbooks serve as essential instructional tools that facilitate students' acquisition of targeted knowledge, foster the development of creative, critical, and dialectical thinking, and enhance their cognitive abilities.⁸ With the existence of textbooks helping students to gain knowledge, in the textbook itself there are various materials with various forms such as stories, dialogs, questions and even pictures. Through the existing material, students will be helped to gain new knowledge.

⁶ Brown and Levinson, *Politeness: Some Universals in Language Usage*, 61.

⁷ Brown and Levinson, *Politeness: Some Universals in Language Usage*, 61.

⁸ Monika Mithans and Milena Ivanuš Grmek, "The Use of Textbooks in the Teaching-Learning," *New Horizons in Subject-Specific Education: Research Aspects of Subject-Specific Didactics* (2020): 203.

Researcher chose the dialogue in the textbook to analyze related to politeness strategies. In the dialogue itself, there are usually politeness strategies contained, and this is still not understood and realized by some people. Textbooks are chosen by researchers as a source of data because textbooks are assumed to be one of the tools to provide pragmatic knowledge. Meihami and Khanlarzadeh in Meiratnasari states that English textbooks give foreign language learners pragmatic content in the form of speech acts like saying sorry, saying no, and making requests.⁹

The English book “*When English rings a Bell*” for junior high school students in grade seven, published by the Ministry of Education and Culture, is the subject of this study's analysis. Politeness strategies can be found and are closely related in everyday life. Wahyudiantari states that in daily activities such as talking, selling or buying, teaching interactions and others, politeness strategies can be found.¹⁰ Then, Safitri et al, also pointed out that in literary works themselves politeness strategies are used such as in novels, movies, and dramas.¹¹ Therefore, in this study the researcher wants to analyze politeness strategies reflected in conversations in English textbooks for the seventh grade of junior high school. Accordingly, this study aims to examine the politeness strategies manifested in dialogues found in English textbooks used by seventh-grade junior high school students.

⁹ Ayu Meiratnasari, Agus Wijayanto, and Suparno, “An Analysis of Politeness Strategies in Indonesian English Textbooks,” *ELS Journal on Interdisciplinary Studies in Humanities* 2, no. 4 (2019): 531.

¹⁰ Ni Wayan Prami Wahyudiantari, “An Analysis of Politeness Strategies Used By Fifth Semester Students At Undikma,” *Jurnal Ilmu Sosial dan Pendidikan* 6, no. 3 (2022): 1.

¹¹ Ferdianita Lucky Nur Safitri, Mujiono, and Siane Herawati, “A Study on Politeness Strategies of Characters in The Big Wedding Movie Directed By Justin Zackham,” *Jurnall Ilmiah Bahasa dan Satra* 2, no. 2 (2015): 95.

The researcher applies the theory of Brown & Levinson, which comprises four categories of politeness strategies Bald on Record, Positive Politeness, Negative Politeness, and Off Record to analyze the politeness methods reflected in the discourse. The purpose of this study is to inform readers about the types of face threatening act strategies and their sub-strategies and the dominant face threatening acts strategy is reflected. The dialogue in the textbook contains examples of face threatening act strategies that should be taken into consideration in order to properly establish communication in both knowledge and practice.

B. Focus of the Study

The researcher focuses on the examination of politeness strategies as they are presented in dialogues found in seventh-grade English textbooks entitled "*When English Rings a Bell*". The researcher's exclusive usage of the talks in the book constitutes the study's scope. As a result, the research's scope is not overly wide. Only four of Brown & Levinson's politeness types and the dominant politeness strategy were employed by the researcher.

C. The Research Question

Based on the research background, the research question is as follows:

1. What are the types of politeness strategy and the sub-strategy contained in the 7th grade junior high school English textbook entitled "*When English Rings a Bell*"?
2. What kind of politeness strategy are dominant in the 7th grade of junior high school English textbook entitled "*When English Rings a Bell*"?

D. Objective of the Study

The researcher determined the research objectives based on the research questions which can be described as follows:

1. To analyze the types of politeness strategy found in the 7th grade of junior high school English textbooks entitled "*When English Rings a Bell*"
2. To find out the dominant of politeness strategy found in the 7th grade of junior high school English textbook entitled "*When English Rings a Bell*"

E. Significanses of the Study

The researcher hopes that this study can provide useful information to students and teachers and readers as well as other researchers regarding politeness strategies. The significance of this research can be seen as follows:

a. Theoretically

English teachers can obtain information and enrich their references related to politeness strategy to make innovations related to moral education packaged using English through various existing politeness strategies. Then, it provides additional knowledge to students about politeness strategies in learning foreign languages, especially English. Future researchers may use this study as a point of comparison for other research within the field of education. This research is expected to provide useful information for readers or other researchers to increase knowledge and understanding related to pragmatic learning, especially regarding politeness strategies.

b. Practically

The results of this study are expected to contribute valuable insights to students, lecturers, future researchers, and other relevant stakeholders.

1. For students, junior high school students can know and understand that politeness strategies are not only part of

pragmatic but can also be found in everyday life and are closely related to ethics.

2. For teachers and lecturers, this research may contribute to the teaching of English and pragmatics, particularly in relation to politeness strategies as presented in English textbooks used at the secondary school level
3. For future researchers, this study may serve as a valuable reference, aligning with previous research in the field and contributing to the completion of data required for related research projects. It is also anticipated that the findings will provide useful insights for further investigations into pragmatics, particularly in the area of politeness strategies.

F. The Previous Study

Previous researchers have conducted several previous studies on politeness strategies.

First, from Ayu Meiratnasari in 2019 entitled *Politeness Strategies Reflected in English Coursebooks entitled Talk Active 1 and Talk Active 2: Language and culture program revised edition 2016*. According to the findings of this study, Brown and Levinson's four types of politeness strategies reflected in the coursebooks are not evenly reflected. The dominant types of politeness strategies reflected in the textbooks are positive politeness and negative politeness. Then, the perceptions of teachers and students regarding the politeness strategies reflected in the textbooks are good in positive terms to support students' communicative abilities. According to the author, these findings illustrate that teachers' and students' perceptions of politeness strategies reflected

in textbooks can support students' linguistic skills, action skills, strategic skills, and sociolinguistic skills.¹²

Second, Nicken Ramadini Putriyadi's research in 2019 entitled *Politeness Strategies Used in Zootopia Movie*. This study analyzes and describes politeness strategies and discusses the strategies most often used by the characters through conversations in the Zootopia film as well as the motivational values and character education contained in the film. The results of this study show that four categories of politeness strategies developed by Brown and Levinson and used by researchers, namely Bald-on-record, Positive politeness, Negative politeness, and Off-record are used by the characters in the movie. The bald on record strategy is the most commonly used strategy in the movie Zootopia. The most frequently used sub-strategy in the characters' dialogue is non-minimization of the face threat. The researcher then came to the conclusion based on the analysis, that teachers should use the movie Zootopia as a teaching tool to help students learn about politeness tactics and values in the movie to enhance their motivation and character education. Therefore, the quality of learning can be improved with these values.¹³

Third, Santi Fitriyani and Erna Andriyanti's research in 2020 entitled *Teachers and Students' Politeness Strategies in EFL Classroom Interactions*. This research explores politeness strategies that occur in EFL classroom interactions in secondary schools. The data taken are utterances that reflect politeness strategies during English lessons recorded in video form for 90 minutes with participants consisting of an

¹² Ayu Meiratnasari, "Politeness Strategies Reflected in English Coursebooks Entitled Talk Active 1 and Talk Active 2: Language and Culture Programme Revised Edition 2016" (Universitas Sebelas Maret Surakarta, 2021).

¹³ Nicken Ramadini Putriyadi, "Politeness Strategies Used in Zootopia Movie" (State Institute of Islamic Studies of Jember, 2019).

English teacher and 30 students. Based on the data analysis, the researcher concluded that there were 13 utterances reflecting three types of politeness strategies, namely positive politeness, negative politeness, and bald-on-record strategies. The researcher also wrote that the politeness strategy that runs in a classroom interaction is influenced by several factors, such as age, institutional position, power, and social distance.¹⁴

Fourth, from Hasty Hidayanti in 2023 entitled *Politeness Strategies Found in the Dialogue Materials of an English Textbook "English Language" for Twelfth Grade Senior High School*. This research examines four types of politeness strategies with Brown and Levinson's theory, namely bald on record, positive politeness strategies, negative politeness strategies, and off record. The subject of this research is an English textbook for twelfth-grade senior high school students. Based on the findings, out of 44 analyzed instances, several were identified as employing politeness strategies. Three types of politeness strategies were found in the dialogues within the textbook, namely bald-on-record, positive politeness, and negative politeness strategies. The most dominant strategies reflected were positive politeness with 32 items, negative politeness with 11 items, and bald on record with 1 item. On the other hand, off record strategies were not found.¹⁵

The similarity between previous research and this research is to find the types of politeness strategies in each object determined by the researcher using the same theory, that is Brown and Levinson, then,

¹⁴ Santi Fitriyani and Erna Andriyanti, "Teacher and Students' Politeness Strategies in EFL Classroom Interactions," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 4, no. 2 (2020).

¹⁵ Hasty Hidayanti, "Politeness Strategies the Materials of English Textbook 'Bahasa Inggris' for Twelfth Grade Senior High School," *Universitas Islam Negeri Raden Mas Said Surakarta* (Raden Mas Said State Islamic University Surakarta, 2023).

using the same research methodology with a descriptive approach combined with a type of qualitative research.

The difference between previous research and this research is the discourse of politeness strategies such as in movies, interactions between speakers and their speech partners in real practice between teachers and students, and textbooks with high school level. Therefore, the researcher will discuss politeness strategies and their sub-strategies in English textbooks in junior high school as an object by using different books or levels with other studies, in addition, the researcher will discuss politeness strategies that are dominantly reflected, which distinguishes it from previous studies.

G. Organization of the Study

In this study, the researcher organized this paper as follows:

Chapter I is Introduction. This chapter contains: Background of The Study, Focus of The Study, The Research Question, Objectives of The Study, Significances of The Study, The Previous Study, and Organization of The Study.

Chapter II is Theoretical Framework. Which contains: Pragmatics, Face and Face Threatening Acts, Politeness, Brown and Levinson's Politeness Strategies and Textbook.

Chapter III is Research Methodology. Which consists of: Research Design, Unit of Analysis, Research Instrument, Techniques of Data Collection, Techniques of Data Analysis, and Techniques of Data Validation.

Chapter VI is Result and Discussion. This chapter presents the results of data analysis and discussion regarding the types of politeness strategies and the types of politeness sub-strategies found in the dialog in the English textbook for the seventh grade.

Chapter V is Conclusion and Suggestion. This chapter presents conclusions and suggestions from the entire research content to the readers.