

CHAPTER I

INTRODUCTION

This chapter describes the background of the study, the research questions, the purposes of the study, the scope of the study, and the significances of the study.

1.1 Background of the Study

Politeness is one of the important aspects of human communication as a key point of good communication also in enhancing interpersonal relationships (Yu & Ren, 2013). While according to Leech (1983), politeness is the way the speaker uses good words, respect others, and does not impose while producing an utterance (Haryanto, Weda, & Nashruddin, 2018). When making an utterance, the speakers have to pay attention to the hearer by speaking carefully to make others feel comfortable while talking. Because maintaining personal and group relationships between each other are believed as the goal of communication besides transferring information (Hammood, 2016). Thus, they have to show their respect to others which means that the speaker is doing politeness. Politeness in communication also one of the factors of someone's good character which relevant to the 2013 curriculum and KTSP curriculum in Indonesia that has been concerned about the character-building (Marlina, 2013). Furthermore, Malik (2018) stated that the broad set of character traits, knowledge, skills, and work habits are 21st-century skills which also critically important for today's success.

Hence, to make communication runs well and politely, the speaker and the hearer carry out the strategy (Haryanto, Weda, & Nashruddin, 2018). In this case,

politeness strategies play an important role, if people obey the strategies, they can make the hearers feel good while communicating with them. Dealing with the politeness strategy, there are several strategies put forward by Brown & Levinson (1987), Yule (1996), and Geoffrey N. Leech (2014). In Watts (2003, 86-87), Brown and Levinson sum up human politeness behavior in four strategies: *Bald On Record*, *Positive Politeness*, *Negative Politeness*, and *Off Record*. Yule divides the strategy into two categories; positive politeness strategy and negative politeness strategy. While, Leech (2014) proposed theory of politeness strategy which is named politeness principle. The principle has been increased into ten maxims of the politeness principle from six maxims. The maxims are generosity maxim, tact maxim, approbation maxim, modesty maxim, an obligation of S to O maxim, an obligation of O to S maxim, agreement maxim, opinion-reticence maxim, sympathy maxim, and feeling-reticence maxim (Leech, 2014). In addition, to show and relate how politeness affects the acts, Leech used Searle's taxonomy of speech-act in categorizing his maxims. The strongest influences on Leech's model of politeness are Austin, Searle, and Grice. He start from the argument that clarity, informativity, relevance, and truthfulness – Grice's conditions for being cooperative – are not enough for human communication. The Politeness Principle is justified by the inability of the Cooperative Principle to explain many problems that interlocutors may encounter.

Several studies about politeness in different context and setting have been conducted to examine the application of politeness in communication. Yu and Ren (2013) had conducted a qualitative study about the application of Politeness

Principle in communication. From their investigation results, they get an idea that Politeness Principle is very important in human communication. The findings of the study indicate that Politeness Principle is a set of rules, which give the guidance on how to greet and request. Thus, people should apply it in an appropriate way to get a successful communication.

In the context of EFL learning, studies of politeness have been conducted by researchers. Sülü (2015) investigated an EFL classroom in terms of interaction between English learners and a native English-speaking teacher. The aim of the study is to see whether the effects of politeness strategies differ when students and teacher do not share the same culture and native language. The researcher observed and tape-recorded two hours of classes. The recordings were transcribed and analyzed by making use of politeness strategies proposed by Brown and Levinson (1987). The findings of the research show that politeness existed in that EFL classroom helps students to have positive feelings towards the lesson and motivated them to participate more in classes.

Eshghinejad and Moini (2016) also carried out a study to examine the politeness strategies used in text messaging between the lecturer and EFL learners with the aim at explaining the strategies used by lecturers and learners of English as foreign language and finding out whether there is a significant difference between male and female students on the use of politeness strategies in sending an SMS to their professors, taking into account that there is a power relation and unequal social distance between them. The findings of study revealed that lectures

use politeness strategies in writing text messages and there is no significant difference between male and female students in using politeness strategies.

Nurwidyawati (2017) also conducted a study to find out politeness principle and its dominant type used by the sixth-semester students of English Education Department of IAIN Salatiga in research in English language teaching 1 in classroom discussion. This study used six maxim of the politeness principle proposed by Leech (1983) as the data analysis. The researcher found six maxims of the politeness principle that are used by the students in research in English language teaching 1 in classroom discussion. The maxims are tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. The most dominant maxim is the agreement maxim because in research in English language teaching 1 in classrooms discussion, the lecturer wanted to connect the actual existing material to the previous students' knowledge about the material.

Another study to examine politeness in context of EFL learning has been conducted by Haryanto, Weda & Nashruddin (2018) to find out the politeness principle used by the EFL teacher during the classroom interaction also the implication of politeness principle put forward by Leech (1983) toward the English teaching-learning process. The result of observation shows that the EFL teacher used all six maxims of politeness principle proposed by Leech (1983) and the teacher dominantly used tact maxim. Also, the result of the interview shows that the politeness principle creates togetherness between a teacher and students, builds respect behavior of students, and helps students to have a positive attitude toward the lesson that motivates them to participate more actively in the learning process.

There are several studies which discuss the application of politeness in another setting, such as the study conducted by Kesuma (2017) in finding out the speech-event types and the kinds of the maxim of the politeness principle in the utterances of Mark Zuckerberg's interview. The result of this study shows that there are only two speech-event types from four types performed by Mark Zuckerberg and only five maxims from ten maxims of the politeness principle that are found out. From those five maxims, Mark Zuckerberg tends to give high value to other people's qualities, opinions, and feelings and low value to his qualities and opinions.

Mufliharsi & Pratiwi (2019) also carried out a study to analyze the six maxims of politeness principle used by Mr. Joko Widodo as president of Indonesia with vloggers (Arif Muhammad's vlog and SkinnyIndonesian24's vlog) in their video blog to measure language politeness as the development of technology in today's world. The study found out that Mr. Joko Widodo applies politeness strategies even in informal situations in both vlogs. He acts extraordinary pragmatic forces and high politeness. So, the audience gets the emotion, sympathy, and persuasion of those who watch them at the vlog.

Considering the previous related studies above, it is clearly revealed that politeness principle always appear in the interaction. In addition, it is believed that the application of politeness principle in learning process can give positive influence toward students in classroom interaction. However, in 21st century learning, when the development of World Wide Website technology has commonly been utilized as authentic materials, students can learn language anywhere and

anytime not only in classroom (Suparjan, Regina, & Sudarsono, 2016). In addition, Lai, Shum, & Tian, (2014) argued since technology offers necessary time and place in language learning it is potentially developing students' 21st-century skills such as communication, problem-solving, and critical thinking skills in new ways (Bamanger & Alhassan, 2015) which they need to compete in today's global society. In English learning, Renukadevi (2014) stated that listening plays a vital role in communication as it helps students in acquiring pronunciation, word stress, vocabulary, also message that solely based on the tone of voice, pitch, and accent (Renukadevi, 2014). Added to this, in spoken communication, an aural input that provided in listening activity enables learners to interact with others (Rahman, Atmowardoyo, & Salija, 2018). Thus, listening is significant in language learning since it gives input to help students in understanding the language in communication. Therefore, Renandya (2011) argued the authentic materials in listening should be given as extensive listening which interacting and motivating students in learning a language (Widodo & Cirocki, 2011). One example of authentic materials in listening which is popularly used nowadays is a podcast.

Podcast has been integrated as supporting material to facilitate learners in foreign language acquisition. Hasan & Hoon (2012) defined podcasts as a series of digital recordings in the form of audio and video that is put into the web which can be downloaded, listened to, or watched from any portable playback device that supports the MP3 file. The word "podcast" is derived from "pod", one of the Apple products i.e. iPod and "cast" of broadcast", the word taken from Oxford Advanced Learner's Dictionary 2007 (Suparjan, Regina, & Sudarsono, 2016). There are

several studies that have found the advantages of using a podcast in language learning, particularly to assist students' listening skills. As specified by Yoestara and Putri (2018), podcasts can support students' listening skills and speaking performances (Shiri, 2015); assist learners to have a good understanding of the content and develop their listening comprehension (Ahmed, 2016); engage learners' motivation (Baehaqi, 2014); and podcasts bring interesting topics that pose a lot of language inputs to students (Ramli & Kurniawan, 2017). In line with that, as stated by Alshaikhi & Madini (2016), Akbari and Razavi (2015) agree that podcast provides authenticity to learners, also it could be used to provide an up-to-date and extensive source of audio and video materials in improving learners' language in classroom activities (Cross, 2014).

Reflected from the previous studies, Politeness Principle can both applied in native and non-native English learners context, which is learn English as foreign language. It is evident that Politeness Principle exists in EFL learning context to promote the mutual understanding and harmonious relationship between teacher and students, also in the interaction between President of Indonesia, Mr. Joko Widodo and the vloggers, and in the interview of Mark Zuckerberg in which the speakers use the strategy to contribute to get successful and effective communication.

Since the research of Politeness Principle in English language learning podcast as an authentic material to assist students' listening skill has not been concerned and the used of new theory of Politeness Principle proposed by Leech in 2014 is still relatively scarce, this study aims to analyze and identify the politeness

principle based on the new theory proposed by Leech (2014) which employed by speakers on podcasts, particularly in BBC Learning English (The English We Speak) podcast that involved conversation in a natural setting between two speakers in English. This podcast also mainly discusses English phrases or slang words which may give insight to the listeners regarding the cultural context of English.

1.2 Research Questions

The problems that will be analyzed are formulated as follows:

- 1) What are the types of politeness principles which are employed by the speakers in an extensive listening of BBC Learning English (The English We Speak) podcast?
- 2) Which speech-event types performed by the speakers in an extensive listening of BBC Learning English (The English We Speak) podcast?

1.3 Purposes of Study

The purposes of this research based on the problem statement above are:

- 1) To analyze the types of politeness principle which are employed by the speakers in an Extensive Listening of BBC Learning English (The English We Speak) podcast.
- 2) To find out speech-event types that performed by the speakers in an Extensive Listening of BBC Learning English (The English We Speak) podcast.

1.4 Scope of Study

This study focuses on investigating the ten maxims of politeness principle theory proposed by Leech (2014) and Searle's speech act theory which employed

by the speakers in an extensive listening of BBC Learning English (The English We Speak) podcast. The data will be gained from the utterances produced by both speakers in a total of 200 episodes of the podcast that are vary in context and topic which applied the maxims of politeness principle and the speech-event types to find and determine the pattern. This study only focuses on analysing the utterances in the episodes of the podcast regardless of context because the episodes selected are based on available topics.

The ten maxims of politeness principle such as generosity maxim, tact maxim, approbation maxim, modesty maxim, an obligation of S to O maxim, an obligation of O to S maxim, agreement maxim, opinion-reticence maxim, sympathy maxim, and feeling-reticence maxim, also assertives, directives, commissives, expressives, and declaratives speech-event types will be used as data classification.

1.5 Significances of Study

This study has both theoretical and practical significance. Theoretically, this study has significance to give information on the types of politeness principle employed by the speakers in the BBC Learning English podcast during the conversation. Also, this study is expected to develop pragmatics studies, especially in the new theory of politeness principle proposed by Leech (2014) in a podcast as an extensive listening in learning English.

Practically, for pre-service English teacher by understanding the strategy of politeness in EFL learning context, it creates togetherness between a teacher and students, builds respect behavior of students, and helps students to have a positive attitude toward the lesson that motivates them to participate more actively in the

learning process. Furthermore, politeness principle can be applied in appropriate way to get successful and effective communication.

