

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is a powerful source of communication. Language is a means used by a person to describes and feelings to others (Daulay, 2018:16). Language is a rule used by humans as a means of communication. The use of language has been classified into conventional rules. Otherwise, they cannot use language well when they communicate. In addition, they cannot communicate well, and it cannot understand each other in communicating (Daulay, Zubaidah & Lubis, 2017). Communication also refers to a person's ability to be able to infer emotions and intentions from information (Daulay et al, 2021:14).

In the learning and teaching process, speaking has a close relationship with communicating and interaction. And one of the most influential in the learning and teaching process is the classroom. The classroom is a place where face-to-face activities take place in the learning and teaching process. The classroom is a real social context, in which teachers and students participate in social relationships. In an educational sense, the classroom is an environment created for teaching, learning, and using a foreign language. Interaction is the most important in learning and teaching process. Because it is not only students benefit, but the teacher also gets feedback on whether the material presented can be received well by students (Ayunda, Komariah, & Achmad, 2021: 89).

Politeness is a common term in linguistics. Politeness is considered as a linguistic expression to save someone's face when communicating. This statement depends on how a person shows reflection and awareness of the person or culture from which he or she comes. One person may be considered polite but uncertain to the another. So, politeness related to language rules that contextualized differently in language users and in culture (Darong, Kadarisma & Basthomi, 2020: 218).

Politeness in communication is a procedure, a habit that applies in society. Politeness in communication in language is a form of human behavior in social interaction. Politeness is a rule that made and agreed upon by the community where politeness is applied (Widiadnya et al., 2018:1). Politeness plays an important role in communication. Humans who choose to use different politeness strategies will have a major impact on the success of communication (Sudirman, 2018: 28).

Language politeness is an important part of the educational method. Politeness is an intention that has a positive value and has an effect on learning methods. Therefore, politeness is very important in the aspect of education. Nuh quoted in (Manik & Hutagaol, 2015: 153), the Indonesian Minister of National Education emphasized that the politeness of Indonesian students was in a state of refusal. Therefore, it is important to apply politeness strategies in education that are in line with the 2013 Curriculum which emphasizes the good of character education.

For students, the teacher must be a good role model for students and for a teacher, speaking and knowing the language is a way to obtain the technical knowledge needed to be able to know and describe language systems, their phenomena, morphemes, words, sentences, and discourse structures (Daulay, Dalimunte & Ningrum, 2021: 342). And as teachers, students need to pay attention to language politeness.

Interaction has an important role in the teaching and learning process. By interacting, students can improve their listening and speaking skills by sharing ideas in the language they have learned. And in the process of interaction, the classroom is one of the places where a teacher and students meet. For this reason, the interaction must be effective and polite so that the students can properly accept what the teacher says. Therefore, the teachers need to use polite language followed by students in order to create good classroom interactions (Unaina, Suparno & Sarosa, 2021:64). And as a language teacher too, the teachers plays a

very important role in EFL classroom interaction. According to Watts (2003) In Agustina and Cahyono (2016: 92) In language respect, politeness relates to the use of indirect speech acts, greeting others in a respectful tone, or using polite speech such as please, sorry, or thank you. When the students see the situation, the teachers obliged to be a model of polite to students where is politeness itself will describe as a image of a teacher professional.

In the process of learning and teaching, teachers and students use speech a lot to communicate by showing politeness strategies. The friendly environment built by teachers to create a fun learning process is often misunderstood by students. Therefore, the teacher must provide boundaries so that students do not misinterpret. Students should also pay attention to the way they communicate with the teacher. For this reason, the occurrence of politeness strategies in class interactions is important (Fitriyani & Andriyanti, 2020:260). Aneta as cited in Unaina, Suparno, & Saroso (2021) states that the use of politeness strategies for teachers can create a mutually respectful relationship between teachers and students in classroom activities.

According to the findings of previous research conducted by Cahyanti (2018), the use of language in the learning process will influence to position the teacher who is not only focus in the learning process, because students will immediately imitate what is conveyed by the teacher as a change agent of change and the cultivation good character to students. And one way that can be done by using polite language.

Thus, language politeness in classroom interactions is very important in teaching and learning activities with the aim of creating comfortable classroom interactions that can be created by teachers and students, in which teachers and students must both participate in creating good classroom interactions. Based on the explanation above, the researcher interested in conducting research on politeness used in foreign language classroom interactions which aim to analyze the politeness used by English teachers and students in the classroom interaction.

Therefore, the researcher conducted a study entitled "**An Analysis of Using Politeness In EFL Classroom Interaction At The Eleventh Grade of MAN 1 Medan**".

1.2 The Identification of the Problem

The problems in this study were identified as follows:

1. Teachers and students do not apply politeness during the teaching and learning process.
2. Some students speak impolitely and they prefer to use slang or informal language in the school.
3. Teachers sometimes when talk to students do not follow the rules of the language.

1.3 The Limitation of the Study

The limitation of this research about the types of politeness strategies used by teachers and students based on Brown & Levinson Theory (1987) such as: Bald on record, positive politeness, negative politeness, and off record.

1.4 The Research Questions

1. What are types of politeness strategies that is used by English teacher and students In EFL Classroom Interaction at MAN 1 Medan?
2. What are the ypes of politeness strategies realization that is used English teacher and students In EFL Classroom Interaction at MAN 1 Medan?
3. Why do English teacher and students use politeness strategies In EFL Classroom Interaction at MAN 1 Medan?

1.5 The Purpose of the Study

1. To find out the type of politeness strategy used by English teacher and students In EFL Classroom Interaction at MAN 1 Medan.
2. To find out the politeness strategies realized by English teacher and students In EFL Classroom Interaction at MAN 1 Medan.

3. To elaborate the reason politeness strategies used English teacher and students In EFL Classroom Interaction at MAN 1 Medan.

1.6 The Significance of the Study

1. Theoretically. This study contributes to analyze the politeness used by teachers and students during the foreign language learning process during classroom interactions.
2. Practically. This research is useful for the following parties:
 - a. For English teachers, in order to educate students in good behavior in applying politeness strategies and to be more selective and wise in the use of speech acts to students based on politeness strategies.
 - b. For students, so that students can understand politeness strategies and can use polite speech to be able to form good attitudes and characters based on the 2013 curriculum
 - c. For researchers, so that they can be used as references for research future.