

CHAPTER I

INTRODUCTION

1.1 Background of the study

Children tend to imitate adults such as teachers, not only in the way the teachers speak but also in the way the teachers think, behave, act, and solve problems. The language and gestures used by the teachers may have an impact on the progression of teaching and learning activities. Teachers have to be careful in choosing the languages and the gestures use during their interaction with the students. Every interaction includes utterances in which threats can be made to threaten both the speakers and the hearers, an act known as the Face Threatening Act, Nuraeni & Wibowo (2018). People are beginning to interact with one another on certain rules. As a result, there may be methods to deal with face-threatening acts from two different perspectives (i.e., negative and positive). According to Brown & Levinson (2011), face-threatening acts are any acts that can cause a threat to a people's face, whether it is positive or negative face. The goal of the negative face is to communicate without making any effort, and the want of every competent adult member that his actions are unimpeded by others. In contrast, the positive face is concerned with the need to have assistance from others. Further, the positive face refers to the want of every member to be desirable to at least some others, including to be ratified, understood, approved of, liked or admired (Brown & Levinson, 2011).

In daily interaction, people sometimes do not realize if the acts they do in that interaction consist of face-threatening acts, which lead to the face loss of their interlocutor. Some people do not even know what face-threatening acts are. According to Adnyani, Suwantini & Nitiasih (2022), our face might be threatened by our interlocutor. Conversely, of course, our speech acts might pose a threat to someone else's public face. Therefore, we can use a particular type of language to reduce the potential threat; for example, choosing appropriate words is a strategy that can mitigate face loss in communication. To reduce face loss or conflict in interaction, the teacher may use some strategies in applying face-threatening acts. The strategies used by the teachers might be different from one teacher to another teacher, so that can impact on how the students respond towards teachers' face-threatening acts.

There are two kinds of acts that threatened someone's positive face and an act that threatened someone's negative face. Those acts that primarily threaten the hearer's negative face want by implying that the speaker does not intend to avoid or impeditment the hearer's freedom of action include orders and requests, suggestions and advice, reminders, threats, warnings and dares, offers, promises, compliments, expressions of envy and administration, and expressions of strong (negative) emotion toward something, e.g. hatred, anger, lust. While Positive face is threatened when the speaker or hearer does not care about their interlocutor's feelings or wants or does not want what the other wants, those acts include expressions of disapproval, criticism, contempt or ridicule, complaints, reprimands, accusations, insults, contradictions, disagreements and challenges, Expressions of

violent (out-of-control) emotions, irreverence and mention of taboo topics, including those that are inappropriate in the context, bringing bad news about someone or bringing good news (boasting), raising of dangerously emotional or divisive topics, e.g. politics, race, religion, blatant non-cooperation in an activity, e.g. making non-sequiturs or showing inattention, Use of address terms and other status-marked identifiers in initial encounters.

At International School, people come with many languages as well as cultures. People from all cultures are conscious of their own self-image, or "face," as they communicate. Kindergarten teachers at Green School Bali often use face-threatening acts to ensure that the children understand the instruction, give reminders of students' daily activities, or give compliments and get their attention to engage them more in the activities. In using face-threatening acts, the teachers often use gestures during their interaction with students. Gesture is important to support the utterances made by the teachers, so the students become more clear and understand the teachers' utterances. The gestures made by one teacher might be different from another teacher, depending on the teacher's personal experiences or cultural background. People from different cultures or backgrounds have different beliefs about polite behaviour in a conversation or relationship. At Green School, teachers come from different countries and cultural backgrounds which can have different perspectives of gestures used in applying face-threatening acts. Mayori, Putra dan Suarnajaya (2020) state that the students benefit from having both International and local teachers at school, they will have more knowledge of the language and culture from International teachers. Swain (1985) believes that the

language and gestures used by teachers and students during teaching and learning activities will have an impact on their final product.

Face-threatening acts and gestures applied by Indonesian and non-Indonesian teachers could be an interesting area to be studied to see the differences in the strategy were used by both teachers and to figure out any gestures differences found during teachers' and students' interaction. The researcher did her research in one of the International schools in Bali, known as Green School Bali. Green School is located in Sibang Kaja village, Abiansema district, Badung Regency, Bali province. The school created and used its own curriculum known "Green School Curriculum". The researcher focused on politeness strategies with the teachers' doing the FTA during the teaching and learning process as well as analyzing the gestures of the teachers while using face-threatening acts. The researcher also analyzed how the students' responses towards teachers' face-threatening acts to see how their interaction is going during the teaching and learning process.

1.2 Problem Identification

Concerning the face-threatening acts in the classroom, the researcher is doing preliminary observation in a Kindergarten classroom at an International School in Bali. It was found that students often needed reminders from the teachers to do their daily routine or needed to give compliments to the students to make them feel more engaged to the activity. For example, one day a teacher was explaining about a mystery guest who will come in that week. The students were so excited to hear that news and forgot to listen to the teacher. They were talking about that with their classmates while the teacher was still explaining and giving the information.

The class was chaotic and noisy, so the teachers use the FTAs of reminder to remind the students to listen and remember the class agreements during circle time. According to Brown and Levinson (2011), reminder is an act that can cause the hearer to agree or reject doing something. The teacher used this FTA to remind the students of their class agreement that they have to raise their hand if they want to share something and remember to respect someone who is talking and not talking at the same time, which makes it hard to listen. When the teacher, applied this face-threatening acts, realize or not the teacher's facial expression changed and she stop talking and looking at the students to wait for them to be quiet. Then, she nodded her head when she underlined the word "remember" to encourage the students to remember the class agreements. The teacher also continued this strategy by giving compliments to the students to make them more engaged with the activity. She recently said, "Ooo I love the way K11 is sitting nicely and listening to the teacher". The teacher was smiling to that student while she give the praise to that student. She used this strategy not only to give praise to her students but also to encourage other students to follow their friends who listened well and were involved during the activity.

There was some research about face-threatening acts however, it was still rarely found research of face-threatening acts in educational areas that focused on teachers' face-threatening acts and gestures applied during teaching and learning process. The setting of the research in an International school with the subjects of the research coming from various countries and various background cultures also

becomes an interesting area to be studied to analyze and understand the phenomenon deeper in the context of face-threatening acts.

1.3 Research Questions

1. What face-threatening acts are applied by Indonesian teachers during the teaching and learning process at an International school in Bali?
2. What face-threatening acts are applied by non-Indonesian teachers during the teaching and learning process at an International school in Bali?
3. How are the students' responses towards the teachers' face-threatening acts?
4. What are the gestures applied by the teachers when they are using FTAs during teaching and learning activities?

1.4 Purposes of Study

1. To analyze Indonesian teachers' face-threatening acts during the teaching and learning process at an International school in Bali and the reason why the teacher applied face-threatening acts.
2. To analyze non-Indonesian teachers' face-threatening acts during the teaching and learning process at an International school in Bali and the reason why the teacher applied face-threatening acts.
3. To analyze the students' response towards the teachers' face-threatening acts.
4. To analyze the gestures applied by the teachers when they are using FTAs during teaching and learning activities.

1.5 Significances of the Study

a. Theoretical Significance

Theoretically, the finding of this present study is expected to enhance the theory of face-threatening acts applied in teaching and learning activities. In addition, the present study can be used as supportive evidence to the existing research findings, which reveal the way teachers applied face-threatening acts as a strategy for young learners during teaching and learning activities.

b. Practical Significance

The result of this study is expected to be beneficial for the teachers to learn more about face-threatening acts applied during teaching and learning, appropriate gestures used during interaction with young learners and to maintain a positive atmosphere in the classroom.

