

CHAPTER I

INTRODUCTION

In the introduction, the points which will be discussed are background, statement of research problems, the objective of the study, the scope of the study, the significance of the study, and definition of key terms.

1.1 Background

Language and culture have a relationship in social communication. The way people interact with each other performs how they are influenced by the culture where they live in. Sirbu (2019) stated that a language is an important tool for communication among people in society. In the social environment, humans need language to communicate with each other. Many styles of communication can be applied. Gerber and Murphy (2021) stated that the style of communicating depends on the culture where they live and interact. To express culture, language is considered a basic feature. It is viewed as the means to transfer culture and parameters related to the identification of the community. People also apply some strategies to interact in the community to transfer the messages to the hearers according to their culture and background.

Communication is needed to be done to perform points of view or opinions also some feelings toward something. Mahmud (2019) explained that communication is about showing interests and opinions, transferring information also showing empathy for others' feelings of people. It means that in the process of communication, we need to concern with four points such as communication as the means of showing interest, expressing arguments or opinions, sharing information, and showing politeness. By focusing on these points, communication will be more effective and smoothly done. The effective communication strategies applied will also help the speakers and listeners transfer ideas more clearly. Communication needs appropriate strategies to create more effective results. People interact in a way to convey messages to other people in their own style so that they can get their purposes. In the process of getting their aims in communication, they favor applying politeness in utterances. Through politeness interaction, they utter to get attention and their intention will be obtained. Accomplishing these is sometimes difficult. The listeners and hearers cannot get any satisfactory results when interacting with each other. That is why they must comprehend what utterances should be applied when they speak to each other. The correct and right politeness utterances are able to lead the listeners and hearers in the conversation to gain accomplishment in the interaction.

Rovita and Gulö (2022) stated that people must be attentive to the way they communicate with other people to get the purpose of the communication. When they talk to the people whose older and higher social level, they use more polite words and tone of the way to speak. While to the younger people, they use

more casual words and way of talking so the young people see them as their colleagues. Silitonga (2022) pointed out that politeness is a general community phenomenon which happens in interacting in an environment. This community phenomenon connects with the way people communicate with each other. The way to communicate relates with politeness principle or the principle of showing politeness to get the maximum purposes of interaction.

Gasani (2016) stated that building a good interaction, persons need to own a politeness strategy. Silitonga (2022) mentioned as it is a strategy which has an aim to show polite behaviour in communicating with other people that strategy of politeness as Watts (2003 in Jones, 2024) stated that the strategy of politeness is done through some strategies of interaction which include the application of the right utterances and the way to express related to voice tone, smile, and body movement. This cooperative social interaction proposed by Watts (2003 in Jones, 2024) can shape the behavior of society into a partnership. The nature of politeness perfection is valid in any community. Politeness which is done through some strategies is the interaction form that happened and will be applied in social communication.

There are some points why politeness must be done in communication. Silitonga (2020) stated that when the speakers express their sentences, they do not just express the sentences themselves but also applying etiquette of speech. Related to this etiquette of speech, Rovita and Gulö (2022) supported that speech etiquette is important to be done to get the goals of communication and avoid conflicts among the speakers and hearers. It means that when people talk to others, they must focus to not only sentences they express but also the speech

etiquette so the purpose of communication can be achieved. Brown and Levinson (1987 in Kokko and Histro, 2020, Silitonga, 2020, and Rovita and Gulö, 2022) explained that politeness has functions that are important. Those functions are related to the utterances and strategies of politeness. They are avoiding conflicts, ensuring cooperative communication, managing impressions, establishing power, ensuring compliance, showing defense, and being nice. The functions perform politeness role is important in communication. Politeness is a must to make the interaction smoothly done and get the aims of the communication. It also avoids any misunderstanding, connects each other better, and builds cooperative social interaction with others in a wider community.

Politeness and communication and the relationship between them are viewed as issues that are valuable since they are important for communication. In the education field for example, theoretically, it is intolerance for all parties in educational or school environments breaking the good civility norms through applying impolite language also reflected in the behavior forms. Sahlullah (2017) stated that the language application of speakers is one of the indicators of the quality assessment of personality or character. The language application by using politeness is a must at school that is a must for all aspects, especially teachers and

students. The impolite language is clearly indicating a tendency of decreasing good character in teachers' and students' interaction in the school environment.

Riyanto (2013) found that the result of the research on the realization of language politeness when the students speak with teachers at SMA Muhammadiyah 3 Surakarta was there was a category of very impolite because

in the speech of students there were many utterances which rude, hurtful, joked and refutes with words rough. Sahlullah (2017) found that the results of observations on the educational environment, especially schools, show that the presence of the phenomenon of deterioration of the quality of character both what happens to the teacher and students marked by a decline in politeness reflected in the use of the language used in communicating. The form of impartiality found from the utterances of impartiality in the interaction of teachers and students in the environment of MAN 1 Kraton Pasuruan is a verbal utterance that had been transcribed based on the theory of impropriety of harassing the face, funny face, frivolity, mocking face, and threatening face.

Sopian (2018) described that in the school of MA Al Inayah Bandung, polite expressions were put forward by the teacher to the student and the student to the teacher, while the expression of disrespect was put forward by the student to the teacher and the student to the student. Gusnetti (2019) found also students of SMK Negeri 1 Pancung Soal, in the interaction, applied the Minang dialect Kabupaten Pesisir Selatan when discussing or communicating with other students outside the classroom. Sometimes the language that the students said was not in accordance with the principle of politeness. The students applied some rude words and performed negative faces when they spoke to their teachers in the school environment.

From the results of the previous studies done by Riyanto (2013), Sahlullah (2017), Sopian (2018), and Gusnetti (2019), it could be concluded that the research about how politeness was applied mostly happened in the classroom as the formal environment at schools. Beside that, the interactions

were mostly from teachers to students and the students to the teachers. The findings were mostly the teachers used polite strategies when communicating to the students while the students applied rude words and performed negative faces when they talked to their teachers. The previous research was mostly done at the school formal environment. The interaction was generally from the teachers to the students. These gaps then answered by the research done in SMKN 1 Sukasada in the context of the formal and informal school environment which included the culture of the speakers generally.

Related to the language and politeness research, Mahmud (2019) found that many studies about language and politeness have been done worldwide. It means that politeness has been a part of social science because it is related to the way how people express their ideas and how social culture affects the way people interact with other people effectively. Khusnia (2017) finds that the result was there were 40 % (forty percent) of utterances used strategies of positive politeness, 30 % (thirty percent) of utterances used strategies of negative politeness, and 30 % (thirty percent) of utterances applied strategies of bald on-record. The activities performing positive expressions are the instruction of positive academics, motivation, management of the classroom, also evaluation. The implication here was bringing positive values in asking and responding to opinions, indirect disagreement, and the instruction of change into consciousness.

Yusuf and Anwar (2019) found that English students applied various words to utter their politeness in the classroom such as phrases of greetings, thanking, apologizing, and filling. Other terms were used also from the students' vernacular language who did them as a means to ease their presentation. The

students applied positive also negative courtesy. The findings of this research were able to be applied as a tool for establishing communication that is effective between teachers and students in the classroom.

Mahmud (2019) has explored politeness which included teachers, and students in classroom interaction. The focus here was on the strategies applied by the teachers and students in the interaction in the classroom. The result was the teachers and students applied different forms of expressions such as greeting, expressing gratitude, labeling terms, saying sorry, and also filling.

Another research was done by Pasaribu, et.al. (2021). The result of the research was a politeness phenomenon strategies applied in the online thesis guidance between lectures also students via WhatsApp application. The strategies of politeness applied by the lecturers and the students through chats in the WhatsApp application. The application of non-verbal language was also used such as the use of emoticons.

Previous studies have explained that language and politeness of education studies have been done in educational institutions. Most of the previous studies were done in the classroom. The setting of the studies was mostly universities or senior high schools. The realization of Brown & Levinson's theory (1987) about politeness strategies was used mostly in the previous research. Another theory used was Leech's (2011) theory of politeness maxims was also applied separately to Brown and Levinson's theory (1987). The subject of the research was mostly less than 40 (forty) or a class which was 36 (thirty-six) to less. The method of

data collection was mostly through observation by camera-recorder and note-taking or voice recording by smartphones (handphones).

The results of previous studies show how the teachers and students communicated in the school environments supported the research which was done in SMKN 1 Sukasada. The focus of the study was done to be the application of strategies of politeness in the context of interaction in the school environment of SMKN 1 Sukasada. The reason for choosing SMKN 1 Sukasada is because it is the first center of excellent schools in Buleleng, Bali. It has established cooperation with five stars hotels which have been managed by international management or standard operational procedure, especially for the hospitality department. It also adopts Kurikulum Merdeka which upholds the freedom of comfortable learning and discipline for students. It has also some factory teaching such as a hotel, laundry service, coffee shop, clothing shop, *batik* and *endek* (traditional clothing of Bali) shop, video and photo studio and service, dancing and *gamelan* performance services, and websites and multimedia products and services also culinary products and service. Since most of the departments uphold services, it is expected politeness strategies are in the communication aspect in the school environment.

The method of data collection was done by observation. Observation was done because by seeing the interaction and noted or recorded by candid camera video taking to get its natural results, it was able to see how interaction and utterances are spoken by teachers and students naturally. As the first step, it was planned to do pre-observation to see how the teachers and students interact in the formal and informal school environments. The pre- observation then was done in

SMKN 1 Sukasada for 3 (three) times (14-16 November 2022) to see how the students and teachers apply politeness strategies when they communicated with each other.

The observation was done in formal and formal settings at school. Dowling (2020) stated that examples of formal setting include classroom, workshops, and library while informal space consists of the canteen, hallway, parking area, and school garden. The observation included the strategies of politeness applied by the students to teachers, teachers to students, and students to students.

From the pre-observation, it could be found that The observation included the strategies of politeness applied by the students to teachers, teachers to students, and students to students. Generally, when the students communicated with the teachers in the classrooms, workshops, and library, they tended to use positive faces (Brown and Levinson, 1987) by religious greeting in Hindu and formal words such as *Om Swastyastu* (as the opening of the studying process) and then continued by saying *Selamat Pagi, Selamat Siang*. They also closed the lessons or practices by saying *Om Shantih, Shantih, Shantih, Om*. Also when they asked or responded to the teacher's questions or statements, they tended to apply positive faces by saying *Ibu bolehkah saya bertanya?* (May I ask you, Mam?), *Maaf Ibu, saya bisa pinjam buku?* (I am sorry, Mam, May I borrow book?) *Nunas ampure nggih Bu, bisa tiang bantu membawakan buku-buku ini ke ruang guru?* (I am sorry, Mam, May I help you to bring these books to the teacher's room). *Menurut saya, hal tersebut dilakukan karena sesuai dengan SOP yang berlaku di hotel tersebut.* (Based on my opinion, it is done because appropriate with SOP which is valid in the hotel). Some negative faces also appeared in the students' teachers'

communication in the classroom, library, and workshops such as *bis keweh ti soalne, Pak*. (Literarily, *bis* means bus but at this point it is considered as a complaint, the item is difficult, Sir) the word *bis* here expressed that the student complained about a difficult item which he could not answer. It should not be expressed to the teacher because it is the complaining word to the same level status and age like classmates or close friends. *Bu, dije neh jang bukune ne?* (Mam, where should I put this book?) The word *neh* means that local additional accent which used to tend the point of meaning in case of communication with very close friends.

Teachers in SMKN 1 Sukasada showed more positive faces when they interacted with the students whether in the formal or informal places around the school environment. They greeted the students with religious greetings such as *Om swastyastu* as the opening of the lesson or when they met their students outside of the classroom and *Om Shantih, Shantih, Shantih, Om* as the closing of the lessons in the classroom. They applied the politeness strategies in instructing, asking something, appraising, and reminding the students by performing the common words which were viewed as the politest way to communicate in the social life. The statements, in Balinese for example, were "*Gus, sire medue niki?*" (the young male boy calling for the one who has not been known the real name in Bali, who has this?) also in Indonesian as well as "*Siapa yang berkenan menjawab, silakan acungkan tangan ya*" (Translation "Who wants to answer, please raise your hand"). Outside of the classroom also, it was found that the teachers still applied politeness when making a conversation with the students. The expression in Balinese was such as "*Om swastyastu, selamat pagi. Numbas*

napiniki?” (Translation “Religious greeting in Hindu, good morning. What do you want to buy?) which was observed in the canteen. In Indonesian, the example of expression was “Selamat siang nak. Kalau mau pulang, hati-hati ya. (Good afternoon son or daughter, when you want to go home, please be careful). It happened when the teacher met some students in the hallway who were waiting their turn to take their motorbikes from the parking place.

Other result of the observation in SMKN 1 Sukasada, there were some expressions used by the students to students in the informal settings such the use of Balinese animals’ names insuch as *cicing*, *bojog*, and *legu* (The translation dog, monkey, and mosquito). They applied also Indonesian animals’ names as well as *cicak*, *kadal*, *babi*, *buaya*, *gajah* and *badak* (The translation is gecko, lizard, pig, crocodile, elephant and rhinoceros). Some slang words were also applied such as *anjir*, *anjay* or *anjrit*, *gamon* (the abbreviation of *gagal move on*), *parno*, *backstreet*, *ngafe*, *nongki*, *nugas*, *cuan*, *sasimo* (the abbreviation of *sana sini mau*) and *ges*. (The translations are the dog, failed to move on, paranoid, secret relationship from parents, going to café, clubbing, doing the school tasks, money, there here is alright, and guys). They applied these words as their jokes or while they talked about their experiences. They used the words in the statements or questions. The example of statements was *cing*, *cai melali gen gaene*, *setiap ake ke umah caine*, *sing taen ade legu gondonge ne*. (The translation, you, you hung out everyday, everytime I went to your house, I never met you). *Cing* is abbreviation from *cicing* which is meant by dog, while *legu* means mosquito, *gondonge* means goiter, and *ne* is vernacular language used to tend the meaning.

At this point, the speaker tended to complain that every time he went to his friend's house, he never met him.

From the review above, it could be seen that studies and language politeness were mostly done in universities and senior high schools. Additionally, there are some suggestions related to language politeness research as well as Mahmud (2019) and Yusuf and Anwar (2019) suggest that further research is necessary to be done related to practicing terms of politeness at schools by other factors connected with the strategies applied in interaction as well as religious factors, culture, and circumstances. Research development of the strategies of politeness from other experts than Brown and Levinson (1987 in Mahmud, 2019) was recommended by Nurmawati, et.al (2019). While the suggestion related with the subject of study given by Rahayuningsih, et.al. (2020). In this point, the technique of member-checking to validate the data accuracy to the subject needs to be done so that the interpretation could be objective. From these suggestions, then the researcher proposes further study by using wider research scope with the expectation that it is able to explore more results related to other types of politeness strategies of courtesy.

To fill the gap of previous studies, then the next research was done in school to see what strategies are applied by the teachers and students in the school environment at the level of vocational school. The gaps which were filled are the lack of connection with the strategies applied in interaction from culture factors which include religious and situation or circumstances points. Related to the use of politeness strategies theories, the theories which were used in this study are pragmatics which is proposed by Leech (1983 in Taguchi and Li, 2020),

cooperative principle By Grice (1975 in Johnstone and Andrus, 2024), Searle's Speech Act (1969 in Johnstone and Andrus, 2024), politeness principles by Lakoff (1973 in Kamehkhosh and Larina, 2020), pragmatic scale by Leech (1983 in Farinde and Alli, 2020) which will be synthesized based on the findings. Other theories used are formal and informal learning environment by Kokko and Hirsto (2020) and Dowling (2020) and the role of culture which supported by Kamehkhosh and Larina (2020) and Jones (2024). The subject adds the researcher, teachers, and students to make the findings more natural and objective. The focus of the study was the application of strategies of politeness in the context of interaction in the school environment of SMKN 1 Sukasada. The reason for choosing SMKN 1 Sukasada was because it is the first center of excellent schools in Buleleng, Bali. It has established cooperation with five stars hotels which have been managed by international management or standard operational procedure, especially for the hospitality department. It also adopts Kurikulum Merdeka (National curriculum) which upholds the freedom of comfortable learning and discipline for students. The results of this research are recommended to hand out to pragmatics politeness study in the school environment, provide input which is useful for teachers in the interaction of school environment also make the connection among teachers and students more effective.

1.2 Research Question

Based on the research background, the research questions can be formulated as follows :

1. What politeness strategies are applied by the teachers and students to communicate in the formal school environment?
2. What politeness strategies are applied by the teachers and students to communicate in the informal school environment?
3. What is the role of culture related to the choice of politeness strategies applied by the teachers and students in the formal and informal school environment?

1.3 Objectives of Study

Generally, the purpose of the study is accomplishing a description and explanation of teachers and students' linguistic politeness strategies in formal and informal settings. The specific aims are to gain the descriptions and explanations below:

1. to describe politeness strategies which are applied by the teachers and students to communicate in the formal school environment
2. to describe politeness strategies which are applied by the teachers and students to communicate in the informal school environment
3. to describe the role of culture related to the choice of politeness strategies applied by the teachers and students in the formal and informal school environment.

1.4 Scope of Study

This research limits the problem which were discussed further:

1. politeness strategies were applied by teachers and students to communicate in the teaching- learning process in the school environment.
2. How the teachers and students applied politeness strategies in the formal and informal school environment communication.
3. Role of culture related to the choice of politeness strategies applied by the teachers and students in the formal and informal school environment.

1.5 Significance of the Research

The study is done with expectations that this study is to be meaningful in improving the quality of students and teachers to apply the strategies of politeness in the teaching-learning process so that effective communication happens in the classrooms. The detailed significance of this study is explained whether practical or theoretical. They are:

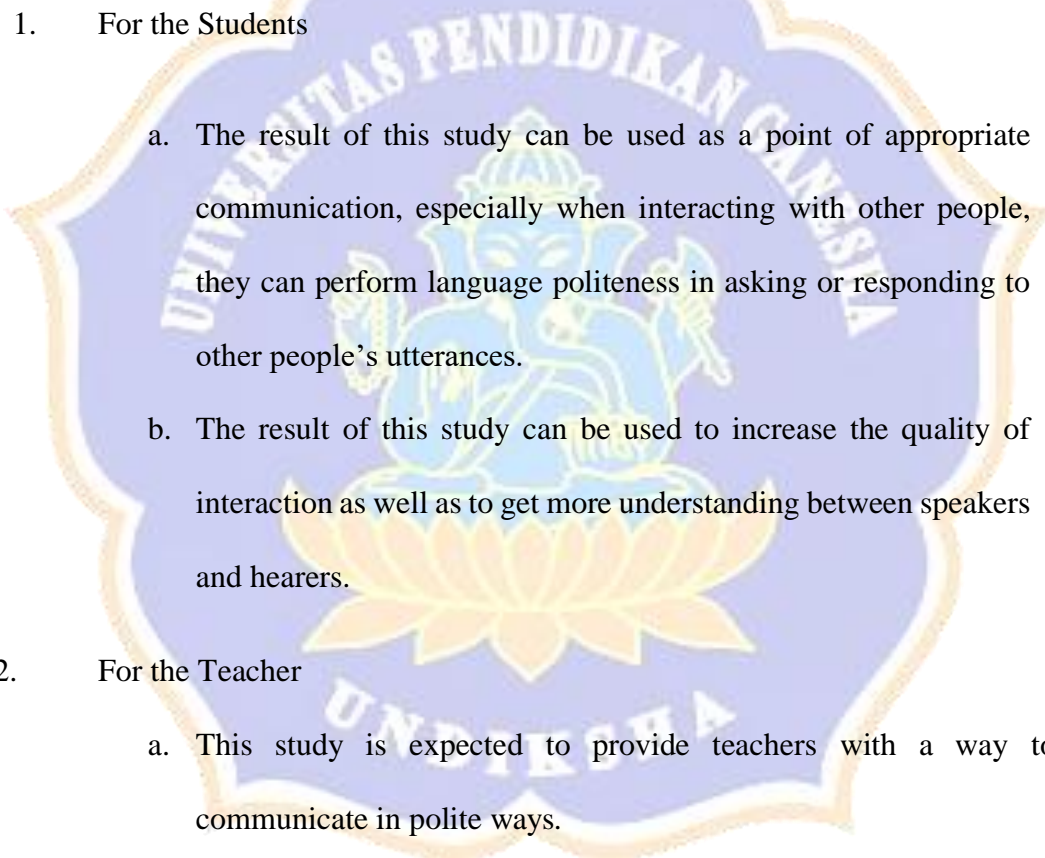
1.5.1 Theoretical Significance

In the context of English as Foreign Language, the theory of Brown & Levinson's (1987) about politeness theory based on the notions of face, face-threatening acts and politeness strategies and Feng's (2017) theory about the norms of politeness which are characterized by regional, class and gender variations which are permanently reflected in the interaction provides

encouragement for the use of politeness with a focus on the performance of speech acts through interactions in formal and informal school environments between teachers and students in English teaching as the foreign language.

1.5.2 Practical Significance

In practical terms, the results of this study can be useful for students, teachers, and other researchers.

1. For the Students
 - a. The result of this study can be used as a point of appropriate communication, especially when interacting with other people, they can perform language politeness in asking or responding to other people's utterances.
 - b. The result of this study can be used to increase the quality of interaction as well as to get more understanding between speakers and hearers.
 2. For the Teacher
 - a. This study is expected to provide teachers with a way to communicate in polite ways.
 - b. This study can be useful for teachers with strategies of politeness in the school environment.
 - c. This study can be used to improve the quality of communication by applying politeness in the school environment.
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3. For Other Researchers

The result of this study can be a reference for other writers in rewriting the language and politeness in the context of the school environment or other settings of politeness strategies application.

1.6 Definition of Terms

There are some terms related to politeness strategies in the school environment

a. Pragmatics

Taguchi and Li (2020) stated that pragmatics is a analysis which investigates the ability of communicative performance function in the social context, how develop the interaction and factors of the process of the development process.

b. Speech act

Searle (1969 in Johnstone and Andrus, 2024) states that the speech act is important to be studied since it includes the act of linguistics. It is related to expressions of greeting, stating, asking, responding, thanking, and others.

c. The Politeness

Rovita and Gulö (2022) politeness relates with the way people interact in the social life. In this point, people must concern with the scheme to express their purposes to keep the communication well by performing a

politeness strategy to get good connection with the people they interact to.

d. Politeness Strategies

Silitonga (2022) describes that politeness strategies are schemes which own an purpose to show polite attitude in interacting with persons they talk to.

e. School environment

Cheung, et.al (2021) stated that a smart school environment is defined ad the environment of learning which focused to flexibility, effectiveness, efficiency, connection, adaptivity, and reflectiveness where formal and informal learning are connected.

