CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review of The Related Literature

This sub chapter discusses a set of topics in pragmatics area, politeness concept and theories, politeness principles, EFL, and classroom interaction.

2.1.1 Pragmatic

Pragmatic is one of the branches of linguistic study that concerns to the meaning. There are a lot of definitions of pragmatic by linguist. Fraser (2010:1) defined pragmatic competence as the capability or knowledge of someone to communicate the purpose of the message with sociocultural contex and interpret the interlocutor's message. Without this kind of knowledge, they said that some of the speakers and the listeners cannot understand each other and cause the failure of communication. Yule cited in Nurdianingsih (2006:9) said that pragmatic is study that is focusing on meaning as communication by speaker and hearer. Leech (1983) stated that pragmatic is how language is used in communication.

Understanding pragmatic basic concept is necessary before understanding about politeness concept because politeness is one of the domains in the pragmatic. Horn cited in Ardiyani (2015:13) mentions six domains of pragmatic, they are implicature, presupposition, speech act, references, deixis, and define and definiteness. Politeness enters to the implicature area.

Based on the definition above, we can conclude that pragmatic is the study about meaning in the conversation, and politeness becomes one of the domain in the pragmatic concept.

2.1.2 *Politeness Concept and Politeness Theory*

Since the term polite was found in the 15th century from Medieval Latin politus as 'polished and accomplished'. The terminology or definition then changed and developed in the next centuries. In the 17th century the definition of polite person becomes a person who is refined courteous manners (Shahrokhi and Bidabadi, 2013:1). Eelen (2014:11) also stated that the definition of politeness only refers to the quality to be polite. The definition then developed into someone's that can show and have polite attitude, respect to the other and treat people friendly. Leech cited in Culpeper (2011) defined the purpose of politeness is to make the friendly relationship to the social equilibrium, and it can make both of the listener and the speaker speak in cooperative way. Brown and Levinson cited in Culpeper (2011:2) state that politeness definition is legitimate diplomatic protocol, in the other hand Lakoff said that politeness can minimize the confrontation of discourse.

Based on the definition from some linguists, we can conclude that politeness is a matter of being polite in someone's behaviour and utterances, and the purpose of politeness is to set our utterances become well, to minimize conflict or confrontation.

There are so many researchers conducted in the field of linguistic politeness started from conversational maxim view or cooperative principles that

have four maxims of politeness they are quality, quantity, relation and manner (Subertova, 2013:11), Lakoff rule of politeness which have two rules pragmatic competence they are be clear, and be polite (pikor-niedzialek, 2005:2), the conversational contract view consists of two aspects, right and obligation (pikor-niedzialek, 2005:2), Brown and Levinson face saving view which has two aspects of politeness they are negative and positive face (Gilks, 2010:1), Arndt and Janney's Supportive face-work interpersonal politeness and Spencer-Oatey's view of rapport management (Shahrokhi and Bidabadi, 2013:7), the social norm view and many more.

Eventhough there are many theories in the politeness field that can be the basic theory in this research, but after comparing with all the theories, the researcher decides to use Leech's politenes principles theory with some reasons as follows :

1. The role of the politeness principle is very important, because politeness principles completes the missing link of cooperative principles

2. Leech's politeness principles often become the basic theory to analyze the other researcher

3. Leech's politeness principles has higher regulative role (Yu and Ren, 2013:56).

2.1.3 Leech's Politeness Principles

Leech's politeness principles consist of series of maxim. Maxim is linguistic principles in the lingual interaction. The principles are controlling the act, the lingual used, language used, and interpretation with the act and the

utterance of the speaker. Besides that, maxim also can be defined as pragmatic based on the cooperative and politeness principles. Those kind of maxims suggest the user to use politeness way in their utterances (Wijana, 1996:45).

a. Degree of Politeness

Leech's politeness principles are divided into six maxims, and to determine the degree of politeness each of maxim has five scales (Nurdianingsih, 2006:19):

1. The Cost-Benefits Scale

    It gives the detail about the cost and benefit to the hearer and addressee. If the cost is higher than the benefit, it is impolite. In the other hand, if the benefit is higher than the cost, it is polite.

2. The Optionally Scale

    The speaker gives option to the hearer to give responses toward speaker's utterances. It will increase degree of politeness if the speaker give the option to the hearer to choose the response

3. Indirectness Scales

    The indicator of greater politeness is if the indirectness is high. The more indirect utterance will make the degree of politeness is higher because it will bring the beneficial toward the hearer and speaker.

4. Authority Scales

    It is about the relationship between the speaker and hearer. The way the speaker talks to the hearer is representing the social status. When people has lower status, he or she will talk more polite to the person who has higher status

5. Social Distance Scale

The familiarity of the participants is indicating the degree of politeness. This scale is about how well the participant know each other. The person who has distant relationship will has low solidarity to each other.

Beside the degree of politeness that will be used to indicate the factor that influences someone uses polite language or impolite language, the researcher will also investigate the other factors that may appear such as gender, level, ethnic (Mills, 2003:112). Two kinds of impolite utterances factor happen they are motivated politeness and unmotivated politeness becoming the indicator of the analysis of student and teacher in doing the violation and fulfilment of politeness principles (Mills, 2003:112).

b. Six Maxims

Politeness principles which is reputed as the most comprehensive, and most complete is Leech's politeness principles (Rahardi, 2010:59-60). It is divided into six maxims. Maxim is linguistic principles in the lingual interaction. Maxim suggests the user to use polite language. In the other hand, maxim is controlling the utterances of the speaker to use polite language. There are six maxims in the politeness principles by Leech (Leech, 2014: 79):

1. Tact Maxim

Tact maxim requires participants to minimize cost to the other and maximize benefits to the other. This maxim concerns to the form of directive or impositive and comissive utterances (Leech, 2014:104).

Example of Tact maxim:

Charlotte   *: This is failure. Tia, my prince is never coming*

Tiana   *: Now, Lottie ….*

Charlotte   *: I never get anything I wish for!*

Tiana   *: Lottie, wait! <u>Just calm down and take a deep...</u>*

(Lestari, 2013:7)

2. Generosity Maxim:

   Generosity maxim requires participants to minimize benefit to self and maximize cost to self (Leech, 2014:133).

   Example of Generosity maxim

   Lawrence   *: Excuse me!*

   Walker   *: <u>You need a hand in there, buddy</u>*

   (Lestari, 2013:7)

3. Approbation Maxim

   Approbation maxim requires participant to minimize dispraise to the other and maximize praise to other (Leech, 2014:133).

   Example of approbation maxim:

   A: what do you think of my new hair style ?

   B: <u>it is so beautiful</u>

   (Yu and Ren, 2013:55)

4. Modesty Maxim

   Modesty maxim requires speaker to minimize praise to self, and maximize dispraise of self (Leech, 2014:133).

   Example of modesty maxim:

Mama (Eudora): Here is a little something to... help you get started.

(Lestari, 2013:7)

5. Agreement Maxim

   Agreement maxim requires participants to increase agreement and decrease disagreement (Leech, 2014:133).

   Example of agreement maxim:

   A: We're going to have a feast this evening

   B: Yeah.

   (Ruhi, 2006:10)

6. Sympathy Maxim

   Sympathy maxim requires participants to maximize symphaty and minimize antipati towards the other (Leech, 2014:133).

   Example of sympathy maxim:

   A: I have caught a cold these two days.

   B3: You'd better have a rest these days.

   (Ruhi, 2006:10)

2.1.4 *EFL (English as a Foreign Language)*

EFL or abbreviation for English as a Foreign Language is the study English by non-native English who live in non-native environtment and possibility taught by non-native teacher or speaker who may not be expert with some values inherent in target language (Santoso, 2010:24)

Qoyyimah (2015:6) stated that in EFL curriculum in Indonesia teachers are suggested to teach character education to prevent the social problems. EFL

teachers who are using the different language from different culture should infuse the character education of the nation, including religiosity.

Based on the statement above, the used of politeness in EFL situation in Indonesia is relevant with the curriculum that suggested to teach character education even in the different language.

2.1.5 *Classroom Interaction*

Allwright cited in Yu)2008:2) states that classroom interaction is productive teaching technique. The process of language learning is managed, negotiated in the interaction, and it can be identified with the process of language learning. Constructing the language development is the target of classroom interaction which not only offers language practice, but also learns opportunities.

In the learning process, there are three stages of learning activity used in the classroom management (Julaiha, 2014:8-9). The three stages of learning activity contained in the lesson plan of KTSP curriculum and 2013 curriculum. The three stages of learning activity as follows:

1. Opening

   Opening activity consists of preparing the students, giving the brainstorming, explaining the purpose of the learning activity, and other.

2. Main Activity

   Main activity in the KTSP curriculum consists of three components, they are exploration, elaboration, and confirmation.

3. Closing

In this closing activity stages, students and teacher summarize the learning activity, teacher gives feedback, and other.

In this research, the researcher classifies the number of fulfilment and violation based on the three stages of learning activity. As Purandina et al. (2014:3) stated that in the classroom interaction, as a definite community, the implementation of politeness is necessary because the unability to use politeness principles will create conflict between students and teacher. That is why the researcher thinks that classroom interaction as proper community need to be analyzed in their politeness.