

# CHAPTER I

## INTRODUCTION

### 1.1 Background

Language is an instrument of human interaction that plays an important role in expressing and saying what one knows. Aside from being a communication tool, language also plays another role, for example as a medium to express attitudes or to express criticism. Self-expression or criticism is usually reflected through speech acts that can be translated through the use of language.

The intensity of speech acts is a common thing in the world of education. There are many types of communication that can be found in teaching and learning activities that have different purposes. However, in general, the main role of communication in education is as an interactive process that is built on an ongoing basis so that it can encourage a person to carry out intellectual development, character building and skills that are useful for life.

Even so, in the world of education, the communication process needs to consider the degree of threat by considering the social and cultural context, such as the social distance between speakers and speech partners or between teachers and students shown based on age differences, gender factors, prestige, and skills and experience. Based on the tradition of education in Indonesia, violations of the principle of language politeness may

be commonplace in everyday life as long as the speech act takes place in a social group, or because there is age equality and gender equality. However, it is considered problematic when it occurs in the world of education.

This research was conducted at SMPN 4 North Halmahera. The selection of the research location was based on the reason that the teachers at SMPN 4 North Halmahera did interact in English learning, but learning about the principles of politeness of speech acts in English learning was rarely taught because it was not included in the English learning syllabus. This is as the results of the pre-observation conducted. Whereas one of the portions in English learning is about speaking skills (speaking ability).

Language politeness is something that must be taught pedagogically and practiced to children from an early age so that it can become a good habit in everyday life. Good speaking ability is shown through one's emotional mastery in speech act activities. Emotional mastery allows a person to consider the language attitude that should be used in speech act activities. Someone is said to have good speaking skills if they can fulfill several principles of politeness.

Language politeness allows a person to communicate without having to offend others or to avoid unnecessary conflict. Thus, communicating requires a principle that can regulate the actions of speakers and speech partners. The principles of politeness of speech acts are called maxims. Simply put, the term maxim refers to a form of language pragmatics. In other words, maxim is

a linguistic rule that can regulate speech acts, both in the form of language use and context of meaning which is often related to the mental aspects of speakers and speech partners.

Based on the background that has been described, there are several issues that make this research is necessary conduct, for example, how is the intensity of speech acts carried out by students in learning English speaking skills in the classroom? How is the standard of speaking politeness applied in the English language learning classroom? These questions are the triggers that lead the researcher to more crucial questions as explained in the following statements of the problems bellow.

### **1.2 Statement of the Problem**

1. How is the implementation of politeness strategies based on Leech's (2014) maxims in the context of English language learning in class VIII of SMPN 4 North Halmahera?
2. What factors influence the implementation of politeness in English learning activities in class VIII of SMPN 4 North Halmahera?

### **1.3 Objectives of the Research**

1. Identify the implementation of politeness strategies based on Leech's (2014) maxims in the context of English learning in class VIII of SMPN 4 North Halmahera.
2. Analyze the factors that influence the implementation of politeness in English learning activities in class VIII of SMPN 4 North Halmahera.

#### **1.4 Scope of the Research**

The limitation of this research is oriented to the issue of the implementation of politeness speech act strategies and the factors that influence the politeness of speech acts in English learning activities in class VIII of SMPN 4 North Halmahera.

#### **1.5 Significances of the Research**

Significances of the research are divided into two, namely theoretical significance and practical significance as follows.

##### **1. Theoretical Significances**

Theoretically, this research can be used as a reference for other researchers in connection with the same research problem. This research can also be used as a role model to compare with previous studies so as to enrich the treasures.

##### **2. Practical Significances**

This research can be a contribution to the literature of the Faculty of Cultural Sciences, Khairun University, especially in the English Department. In addition, the results of this study can be a recommendation in the preparation of the syllabus for learning English speaking skills of students in class VIII at State Junior High School 4 North Halmahera.

#### **1.6 Literature Review**

As known, literature study is a test activity for materials needed in a research. Literature study has many benefits, apart from being used as reference material, it can also be used as a standard to find the authenticity of this research. In this context, literature study is an activity of verifying several previous studies so that researcher can find similarities and differences from each of these studies. Some of the previous studies referred to are explained as follows.

The research was conducted by Fitriah (2020) with the title “Kesantunan Berbahasa Dalam Wacana Kelas Pembelajaran Bahasa Inggris (Kajian Etnografi Komunikasi Di Sekolah Tinggi Filsafat Islam (STFI) Sadra Jakarta”. The purpose of this study is to describe and analyze the fulfillment of language politeness principles, violations of language politeness principles, language politeness strategies, forms of directive and non-directive speech, and cultural themes that arise in English language learning. This research uses qualitative approach with communication ethnography method. Meanwhile, the data collection process was conducted through classroom observation, recording conversations that took place during English learning activities in the classroom. The data were then transcribed by classifying them based on domain and taxonomy, and using interviews with lecturers and students.

The results show that in English learning in the classroom between lecturers and students fulfill the principles of language politeness, but in other

moments of conversation there are violations of the principles of language politeness. Positive and negative politeness strategies are used in English learning in the classroom. There are also a variety of directive and non-directive speech with declarative, interrogative, and imperative modes in English learning in the classroom. Diverse cultural themes are also found in this study.

The current research has similarities with Fitriah's (2020) research, especially on the formal object of research which focuses on the issue of politeness speech acts in English language learning. The fundamental difference of this research is in the material object of research such as the research location at State Junior High School 4 North Halmahera, as well as the research sample. In addition, differences can also be found in the approach and methodology used in the research, problem boundaries, and research objectives. The current research uses descriptive analysis research method. The current research is included as qualitative research because the research target is a matter of meaning and deep understanding rather than just field statistical data.

Putri's research (2022) entitled "Politeness Strategies Used in the First Trump-Clinton Presidential Debate". The study aims to analyze the types of politeness strategies expressed by speakers and analyze what factors influence the selection of politeness strategies applied by speakers. The population in this study was all people who attended the presidential debate

and the samples were Hillary Clinton, Donald Trump, and the moderator. The data collection method used documentation. While the research instrument was applied through listening, observing, and taking notes during the presidential debate. The research data analysis method uses a qualitative descriptive method by analyzing the debate transcript. While analyzing the research data using the concept of politeness implementation strategy from Brown and Levinson. The results showed that there were four types of politeness strategies found in the debate, namely bald-on-record strategies, positive politeness strategies, negative politeness strategies, and off-record strategies. In addition, there are two factors applied in the debate, namely payoff factors and sociological factors.

Putri's research (2022) has similarities with the current research at the level of the formal object of research, namely regarding politeness implementation strategies. While the difference in research lies in the material object of research where the current research focuses on the implementation of politeness in the English language learning process in class VII SMPN 4 North Halmahera. Differences can also be found in the concepts used in the analysis where the current research applies the concept of maxims from Leech (2014).

There is also research conducted by Ramadhani (2019) entitled "Politeness Strategy Used by Teacher and Students at the Eighth Grade Students of MTs N 4 Boyolali in the Academic Year of 2019/2020". The

research aims to analyze politeness strategies used by teachers and students. The research describes what kind of politeness strategies are used by students in the teaching and learning process. The approach used in the research is a pragmatic approach with politeness strategy as the field of study. The research is included as descriptive qualitative research. The research subjects were English teachers and students of class 8B and 8A of MTs Negeri 4 Boyolali. The data collection process was conducted through observation and interview, while the data analysis used the techniques of reduction, display, verification and conclusion drawing. The data analysis applied Brown and Levinson's politeness strategy theory, namely bald on-record politeness, positive politeness, negative politeness, and off-record politeness.

The results show that there are four strategies used by teachers and students in English classes. These strategies are bald on record, positive politeness strategy, negative politeness strategy, and off record strategy. The researcher found some data about politeness strategies used by students where the total amount of data from class 8B was 60 utterances with the classification that 40 utterances used on record strategy, and 20 utterances used politeness strategy. While the amount of data from class 8A is 28 utterances where 19 utterances are in the form of bald on record politeness, 4 utterances use positive politeness, 2 utterances use negative politeness strategies, and 3 utterances use off record strategies. This means that the



bald on strategy is the most dominant politeness strategy used by students. The total amount of data from class 8B is 32 utterances, researchers found 11 data using negative politeness strategies and 21 data using positive politeness strategies. In addition, the total amount of data from class 8A was 25 utterances, researchers found 4 data that used the bald on strategy. The data shows that the students of class 8A prefer negative politeness strategy rather than positive politeness strategy.

The research has similarities with the current research on the object of research, namely the politeness strategies used by teachers and students in the learning process. Similarities can also be seen in terms of the approach used in the research, namely using a pragmatic approach. While the differences can be seen in the aspect of methods and data analysis techniques. The study used the triangulation method in presenting the data, including using the theory of Brown and Levinson (1987) in data analysis.

Another research was conducted by Agbaglo (2017) entitled “The Use of Politeness Strategies in the Analysis and Discussion Sections of English Research Articles”. This study explores the use of politeness strategies in the Analysis and Discussion of research articles made by English teachers at the University of Cape Coast. The corpus consists of 20 Analysis and Discussion Sections of research articles. Using Brown and Levinson’s (1987) and Myers’ (1989) models for analysis, it was found that these lecturers used politeness strategies in their research articles. It also became clear from the analysis

that these lecturers favored the use of negative politeness strategies compared to positive politeness strategies. Agbaglo's research (2017) has similarities with the current research in terms of themes. However, it has specific differences in the approaches and theories used in the analysis.

As is well known, there are many studies that have been conducted on language politeness. However, there are specific features that can be found in a large number of previous studies. As with this research that seeks to explore the issue of language politeness in English language learning in the classroom through a sociopragmatic perspective, and by applying a qualitative descriptive method. The field data collected is then analyzed using Leech's (1993) theory of politeness maxims.

The reason for choosing Leech's theory is because it is considered quite relevant to the cultural background and eastern politeness which tends to respect others who are older in this case are teachers. This eastern cultural character can be found in Malifut District, North Halmahera Regency, which is the location of this research. In addition, the background of cultural differences allows students and teachers to condition speech acts so that communication and interaction can take place in English teaching and learning activities in the classroom. Some previous studies as described are always considered by researchers to be used as references as far as they are significantly related to this research.

### **1.7 Theoretical Basis**

### **1.7.1 Sociopragmatic**

Basically, this research uses sociopragmatics as an approach to investigate the use of language in a speech act based on the cultural background and sociological conditions of the speakers. According to Leech (2014), pragmatics is one of the linguistic disciplines that examines the issue of the meaning of speech in relation to non-linguistic factors such as context, knowledge, communication, and language use situations. In other words, the study of pragmatics focuses on the meaning of speech as intended by the speaker in a particular situation.

Pragmatics always examines the structure of language externally by placing the units of language as used in communication, and investigating how the meaning behind the utterance in connection with the context that surrounds the existence of speakers, speech partners, and speech. Meanwhile, sociopragmatics seeks to uncover linguistic meaning in relation to the function of speech in a social situation. In Leech's view, (2014), sociopragmatics is a study of more specific local conditions surrounding the existence of language users. The study of pragmatics is often associated with semantic studies because both have the same object of study, namely meaning. The difference between the two disciplines lies in the scope of meaning where the issue of meaning is divided into two types, namely speech meaning and word meaning. Speech meaning is seen based on what the speaker means when interacting, while word meaning can be identified

according to the internal structure of its formation or based on its grammatical elements. The meaning of speech is the focus of pragmatic studies, while the meaning of words is the focus of semantic studies.

Thus, it can be concluded that the study of sociopragmatics is a discipline that discusses meaning in relation to the speech situation or context of speech. This is because sometimes in interaction the meaning conveyed can have a more implicit meaning contained in the speech. There are various types of speech that are often used by speakers with the aim that speech partners can understand what is conveyed by the speaker without saying it directly. This is because in certain situations often a meaning cannot be conveyed literally because it is limited by the norms and values of politeness adopted by a speech community.

Based on this explanation, this research makes sociopragmatics as an approach in looking at the situation, context of speech and meaning of speech that occurs between students and teachers in class VIII in speaking class learning activities.

### **1.7.2 Speech Acts**

In relation to speech acts, Austin (1962) says, “speech acts is to do something, or it’s saying something we do something, and even by saying something we do something”. Referring to this explanation, it can be concluded that when someone promises, then basically he not only says the word promise but performs the act of promise. It shows that speech acts are

psychological symptoms and interactive continuity determined by the speaker's language ability in dealing with certain situations.

Language in use always displays two aspects of meaning at once, namely linguistic meaning and pragmatic meaning. Linguistic meaning is bound to morphological and semantic provisions, while pragmatic meaning is determined by the social and political significance of language use. Speech acts are a small part of conversational activities that function to report, state, warn, direct, suggest, present, criticize, and request Mujianto (2015). Since speech is always accompanied by action, according to Yuliantoro (2020) it is called performative speech. Performative speech includes locution, illocution, and perlocution. According to Rahadi (2019), there is a difference between speech and speakers. Speech can feature three speech acts, namely:

- 1) Locutionary speech acts are the act of uttering a series of sounds that mean what they say, such as "Mom is resting" or "my body is very tired". This kind of speech act aims to inform without asking for attention.
- 2) Perlocutionary speech acts are speech acts that cause influence on the recipient or speech partner such as persuading, convincing, causing irritation, or frightening, for example "There is a criminal!", or "Your sister's condition is getting better". This type of speech act can cause a psychological reaction in the speech partner.

3) Illocutionary speech acts are forms of speech acts that are accompanied by a specific intention in the form of an action to do something such as promising, arguing, or betting. As can be distinguished, criticizing can be a compilation of expressions of disapproval, negative evaluations, opinions about wrong actions, or suggestions for improvement. Thus, the speech act of criticizing is nothing but an illocutionary act that aims to give a negative evaluation of the attitudes, actions and arguments used by the speech partner. Criticizing speech acts can be seen into two typologies, namely criticizing speech acts that can be done directly or indirectly. Direct criticism is usually done explicitly, directly referring to the problem, for example, “look, your game is really bad”. As for indirect criticism, it usually implies the problem (implicit) with the aim of correcting the speech partner's mistakes. Indirect criticism seeks to point out standard procedures and aims to demand a change in the choices made by the speech partner, for example, “the floor would not be messy if you just put the book on the table”.

### **1.7.3 Language Impoliteness**

So far, the issue of impoliteness is still rarely researched compared to politeness strategies. Kuntsi (2012) has conducted research on impoliteness in relation to power. The study attempts to investigate the form of lawyers’

speech in the courtroom that shows politeness or impoliteness. The results revealed the use of politeness and impoliteness strategies in the courtroom.

Research was also conducted by Culpeper (1996) where the results of the study stated that people who have high social status can speak impolitely freely. In addition, Lomax (2010) also found that power is an important element in establishing the relationship between language use and social structure on the basis that if someone has the authority or free will to do something, then he can give orders regardless of the speech partner's situation. However, Bousfield's (2008) research found that powerful people not only use strategies of impoliteness, but also politeness on the grounds that a person can behave in a certain way or for a certain reason. As stated by Wardhaugh (2006), people have the freedom to react to speech partners (in a certain way or for a certain reason) because it is related to the linguistic choices used in an interaction.

Language politeness and impoliteness is basically not a linguistic interdisciplinary, but it is one of the linguistic aspects that has an important role in the prospect of developing one's emotional intelligence. This shows that communication is not always about mutual interaction between speakers and speech partners to convey the truth, but there are psychological aspects that accompany communication which in turn are useful for maintaining the commitment of interaction between speakers and speech partners.

Sometimes, when speaking, one needs to make choices and decisions about what to say. There are choices of diction, language style and mannerisms, even intonation that need to be properly verified before being expressed to someone. So that what is expressed by a person will be as important as what the interlocutor wants to hear.

#### **1.7.4 Language Politeness**

There are many things that can be expressed through language such as a person's personality, intentions, and way of thinking. In practice, one can interpret the feelings and actions of others by reflecting on the language used by others. The process of understanding the language conveyed by others is not easy because one needs to understand aspects beyond language such as the background of others such as religious beliefs, cultural background, relationships and social status. The issue of politeness has become one of the main concerns in linguistics. Various researchers have attempted to formulate an appropriate concept to study politeness in terms of how one interprets the speech of others. However, politeness has been practiced in various cultures and developed over the years.

In the Oxford dictionary (2024, online) politeness is defined as courtesy, kindness, or behavior that respects and cares for others. Brown & Levinson (1987) define politeness as a way of keeping face with each other in communication activities. However, what does incivility mean? What is its



opposite? Impolite language can be seen through speech act activities where someone attacks the face of others (Culpeper, 1996). In contrast to this opinion, according to Mills (2003) politeness and impoliteness cannot be considered as two opposites, because impoliteness functions in very different ways and depends on the context.

According to Lakoff (1975) formal rules of politeness aim to create distance between speakers. Formal procedures of politeness can be found in interaction activities for example when someone interacts through formal and informal language. Lakoff (1975) continues that if in interaction someone has the power to decide how to behave or what to do, then the politeness can be sincere or fake.

Basically, every speaker can make decisions that allow them to use hedges, such as words that can reduce demand, or by using words that indicate hesitation in speaking. However, according to Holmes (1995) hedges may reduce the power of an utterance's value and message. However, hedges are also used to respect the face of the interlocutor, as well as to protect the face of the speaker because hedges are used not because the speaker doubts the truth but because he does not want to offend his interlocutor by assuming mutual consent (Coates, 1989).

As stated by Lakoff (1975) that politeness shows sympathy which cannot be applied with formal or informal language selection. That is because sympathy only overrides one another, for example when the speaker uses

sympathy then at that time he makes the interlocutor feel favored. However, sympathy is usually reflected through the use of everyday language through jokes, or using nicknames to find familiarity.

Basically, speech always contains messages that are packaged in various forms in the form of information, situation markers or as interactional discourse where ordinary conversation falls into this category. In ordinary conversation, speakers usually tend to stay within the boundaries of politeness in order to stay engaged in the conversation.

#### **1.7.5 Factors Affecting Language Politeness**

Politeness behavior is a cultural product that always applies to every community and cultural community. That means, politeness procedures look different depending on the cultural background that gave birth to them. Politeness behavior is conventionally formed and can last long enough according to the accompanying social evaluation process. The main motivation of politeness behavior is none other than to maintain cooperative social interactions so as to avoid unnecessary conflicts between individuals and social communities. In practice, politeness may serve to maintain the status quo and avoid devaluation from others.

Judging from its potentiality, a form of speech act that is considered as a type of polite behavior can in fact differ from one speaker to another depending on the context of the conversation and the social context involved in the speech situation. Politeness is not always attached to behavior, but

always accompanies in every act of interaction under certain social standards in accordance with the prevailing socio-cultural norms. Because politeness is formed based on social consensus, every member of society involved in the interaction needs to choose the right politeness standard procedure and can apply throughout the interaction.

In connection with that, politeness has several characteristics that according to Goffman (1967), in social interaction a person is obliged to protect his face and the face of others. Face is a positive social value that a person claims for himself. In other words, face is a person's self-image and becomes a social attribute. In this context, a person's face is basically not something attached to the body, but something that is dispersed and positioned between encounters of social events and then becomes real only when these encounters of events are interpreted. That means, face is something that can be determined, maintained, and can be reconstructed through social interaction.

The concept of face implies a person's reputation. Of course, this view is very typical of America and Europe. However, the concept of face in Asian and Eastern views is very different from that in American and European cultures. For Asians and Easterners, face always contains elements that are oriented towards group identity. Face in the concept of Asian and Eastern culture as a term that includes personality, emotion, honor, self-esteem, proud reputation, as well as differences in status (age).

Regardless of the debate about the distinctive culture of each social community, the concept of face should be understood as a social self in culture that has contributed significantly to the development of politeness theories. In view of this, Reiter (2000) argues that social judgments of politeness should not be based solely on speech or action because speech or action alone cannot stand alone as polite or impolite, but rather politeness is always grounded in interactional relationships established according to standards of shared values and appropriateness.

In other words, although politeness starts from the speaker's personal goals, the communicative success of politeness expressions in speech acts depends largely on using the correct level and type of politeness, set at the right time, in the right way, and determined by what kind of social norms are appropriate in a given situation. That is, politeness is not an individual act, but rather relates to cultural value standards as well as social judgment.

#### **1.7.6 Principles of Politeness**

In practice, speech acts are not always related to the issue of what is being discussed. However, it is also related to who speaks and how someone speaks, which is included in something interpersonal. Speech acts as textual rhetoric require the cooperative principle. But as interpersonal rhetoric, the issue of interpersonal rhetorical speech acts requires the politeness principle. So far, the politeness principle that is considered more adequate is the politeness principle formulated by Leech (1967).

According to Leech (1967), the politeness of speech acts is usually shown through how much or how little the utterance provides choices to speech partners. If an utterance stated by the speaker does not provide choices to speech partners, then the utterance is considered to have a low degree of politeness. Conversely, the more alternative choices of speech given to speech partners, the speech is considered to have a high degree of politeness, it is because the firmness of the speech is low.

Previously, Leech (1967) had suggested that there were 6 principles of language politeness consisting of tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. However, with the changing times and the development of language and traditions of every community in the world, Leech then added four principles of language politeness, namely obligation of S to O maxim, opinion-reticence maxim, feeling reticence maxim, and obligation of O to S maxim, so that overall Leech's politeness principles become ten maxims.

Furthermore, Leech (2014) adds that interaction always aims to build cooperation, but the interaction principles underlying cooperation are not only based on quantitative reasons because this can disrupt the principles of maxims which are not statistical norms. Basically, the principles of maxims can be further developed according to the development of time and language and according to the way people understand politeness in each culture.

Wijana and Rochmadi (2011) explain that the forms of speech can take the form of commissive, expressive, and assertive speech. Commissive speech is used to express a promise, offer, or request. Expressive speech is used to express the speaker's attitude or psychological state towards a situation. While assertive speech is often used to state the truth of a proposition. In addition, there is also the concept of maxim which is a linguistic rule in an interaction. These linguistic rules include rules that regulate actions, language use, and interpretation of speech partners' actions and utterances. Maxims are often referred to as a form of language pragmatics or rules that regulate speech acts based on politeness principles. The principles of maxims are as follows.

In this study, researchers only used three maxim principles, namely generosity maxim, modesty maxim, and opinion-reticence maxim. The three maxim principles are used as variables in the data analysis. The three maxims can be explained below.

### **1. Generosity Maxim**

Leech (2014) explains that the basic principle of generosity maxim is "give a high value to O's wants". Generosity maxim requires every audience involved in speech acts to be able to give respect to speech partners. This type of generosity maxim is usually expressed through commissive speech. Interpersonally, this type of generosity maxim implies to the speaker to

maximize the loss for oneself while simultaneously trying to minimize the degree of gain for oneself.

In line with this opinion, Achmad and Alek (2009) call this maxim of generosity the maxim of generosity by putting forward two basic principles, namely (a) make your own gain as small as possible, or (b) make your own loss as large as possible. As well as Tarigan's opinion (2000) that this type of generosity maxim can be realized in two ways, namely reducing one's own gain, or increasing one's own sacrifice.

## **2. Modesty Maxim**

According to Leech (2014), the modesty maxim is expressed through expressive and assertive sentences and works under the supervision of two speech attitudes, namely, minimizing self-praise, and maximizing self-deprecation. Wijana, et al (2011) this type of maxim is self-oriented, different from other types of maxims. The same opinion is also conveyed by Tarigan (2009) that the maxim of modesty is the maxim of simplicity expressed through two events, namely reduce self-praise and increase self-deprecation. Thus, it can be concluded that the maxim of humility can be realized based on the two principles of praising oneself as little as possible and criticizing oneself as much as possible. In Indonesian culture, modesty is a parameter of politeness that is often used in interaction.

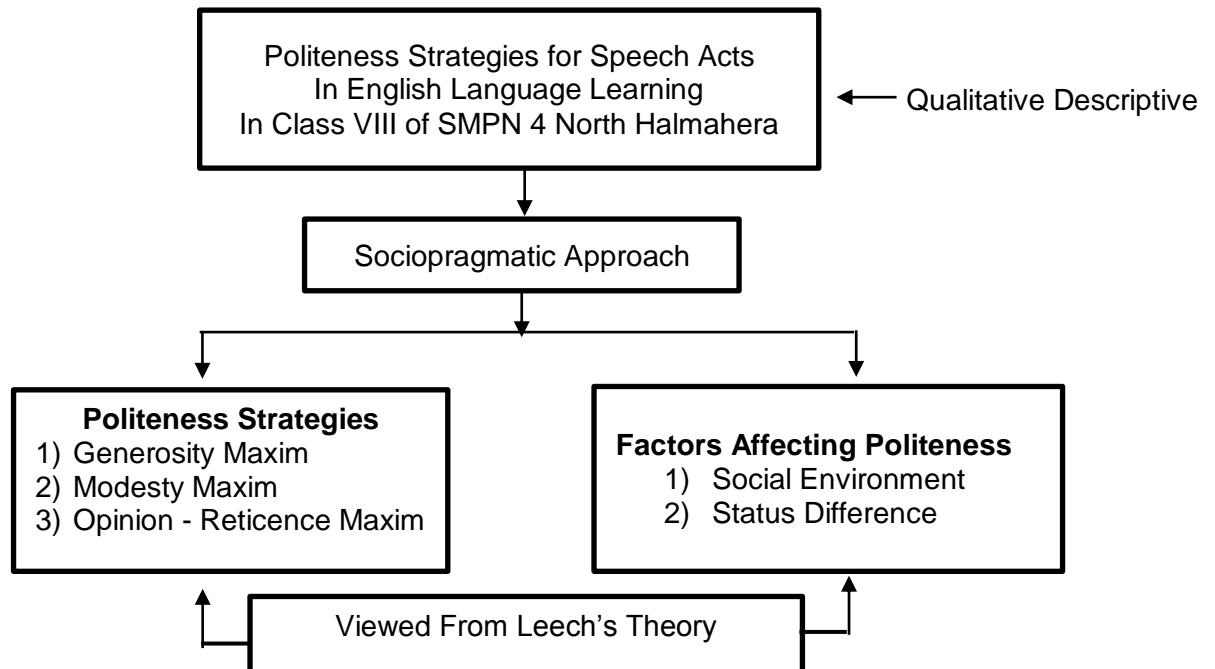
## **3. Opinion-Reticence Maxim**

Leech (2014) reveals that this type of maxim is shown through the smoothing of the speaker's own opinion by using hedge propositions such as, [I think], [I think], [maybe that], and so on which are intended by the speaker to delay his opinion so that it has the impression of tolerance for dominating attitudes. In Indonesian tradition, expressing attitudes and opinions is considered potentially offensive so it implies more of a criticism. However, it is different from the prevailing customs in most Western countries where people feel or are viewed positively to ask questions and express opinions. This type of maxim is usually used according to the background of the speaker and speech partner and depends on the space in which the interaction takes place.

Based on this explanation, it can be concluded that the main role of politeness principles is to limit human communicative behavior while influencing interaction relationships so that speakers and speech partners can avoid communicative disputes, reduce violations or maximize communicative relationships.



## 1.8 Conceptual Scheme



This research is oriented to two issues, namely identifying speech act strategies and analyzing factors that influence the politeness of speech acts in English learning at SMPN 4 North Halmahera. The sociopragmatic approach is used in this study to examine the context of speech acts. While the indicators to measure politeness speech acts use the concept of maxims from Geoffrey Leech (2014). The method used in this research is descriptive qualitative.

## 1.9 Research Methods

According to Moleong (1989), qualitative research can be a research procedure that presents descriptive data such as words either in oral or written form from observable types of behavior. In relation to these opinions,

Sugiyono (2007) explains that qualitative research can be used to study the conditions of natural objects by placing the researcher as a key instrument that makes observations and analysis.

This research applies sociopragmatic approach in looking at the situation and context of speech related to the politeness of speech acts in English learning activities at SMPN 4 North Halmahera. This research focuses on two things, namely the language politeness strategies between teacher to students, students to teacher, and fellow students in speaking class learning activities, as well as factors that influence the politeness of speech acts. The data analysis procedure of this research applies Leech's (2014) theory on the types of maxims in relation to language politeness.

### **1.10 Population and Sample of Research**

The definition of population and sample in quantitative and qualitative research has significant differences. In quantitative research, population is a generalization area that includes objects or subjects that have qualities and characteristics and are drawn into a conclusion. This is different from qualitative research which does not use the term population, but uses the term social situation which is due to specific differences in each study so that it cannot be included in the same population. According to Spardley (1979) social situations consist of three elements, namely, place, actors, and activities that interact synergistically.

Furthermore, according to Spradley (1979), the term population is not used as a qualitative type of research terminology because qualitative research starts from a particular case that occurs in a particular social situation so that the results of the study can't be applied equally to all populations. Meanwhile, the concept of a sample in a study is the smallest part of the population taken based on certain procedures so that it can represent the population representatively. This means that the sampling and determination of samples in qualitative research is adjusted based on certain needs and objectives (purpose sample). Samples in qualitative research are not statistical, but are theoretical samples because the purpose of qualitative research is to produce theory. The term sample in qualitative research is a data source represented by sources, participants or informants.

Greener (2008) argues:

“Purposive sampling: using your own judgement to select a sample. Often used with very small samples and populations within qualitative research, particularly case studies or grounded theory”.

In principle, purposive sampling uses the researcher's own judgment to select the sample. This means that a very small sample can be selected that is considered representative of the population based on certain criteria set by the researcher. In the implementation stage of qualitative research, the sample has been determined before the research is carried out, it can also be done when the researcher conducts pre-observation activities, or sample determination can be done since the researcher enters the field and during

the research by determining a certain number of people who are verified according to certain criteria, for example, informants are people who can understand the research setting so that they can provide data according to research needs.

### 1.10.1 Research Population

The population in this study consisted of the total number of VIII grade students at SMPN 4 North Halmahera consisting of five classes, namely class VIII A of twenty-five students, class VIII B is twenty-eight students, class VIII C is thirty students, class VIII D is twenty-five students, and class VIII E is thirty students. Thus, the total number of students in class VIII of SMPN 4 North Halmahera is one hundred and thirty-eight students.

This research was conducted in class VIII A with a population of twenty five students. The reason for choosing this research field is because the participation of students in class VIII A is greater than that of students in other classes so that this has an impact on the acquisition of research data. The population of this study can be seen in the following table.

Table 1.1: Number of Students in Class VIII of SMPN 4 North Halmahera

| No    | Class Name   | Description  |
|-------|--------------|--------------|
| 1     | Class VIII A | 25 Students  |
| 2     | Class VIII B | 28 Students  |
| 3     | Class VIII C | 30 Students  |
| 4     | Class VIII D | 25 Students  |
| 5     | Class VIII E | 30 Students  |
| Total |              | 138 Students |

*Source: Data Processing by Researcher, 2024.*

### **1.10.2 Research Sample**

The sample of this study is the smallest part of the overall population in class VIII A, that are eight students who interact in English learning activities, while three of the eight students are representative informants chosen by the researcher in the interview activity.

### **1.11 Data Sources**

The data sources for this research are divided into two types of data, namely:

#### **1.11.1 Primary Data**

Primary data is data taken directly in the field through observation in the form of speech acts performed during English language learning in the classroom regarding politeness strategies of speech acts. A number of research data that have been recorded and recorded are then transcribed into text form. The primary data of this research is in the form of politeness speech acts performed by teachers and students during English learning activities in class VIII.

The data collection process was adjusted to the planning of the English learning schedule by the subject teachers. The audience who was asked for information during the interview was a representative audience as determined by the researcher based on the criteria: 1) having good language skills; 2) having the ability to understand well the researcher's questions; 3) students of

grade VIII of SMPN 4 North Halmahera. The schedule of English learning activities as intended can be seen in the appendix of this study.

### **1.11.2 Secondary Data**

Secondary data are supporting data obtained through in-depth interview studies of teachers and students related to factors that influence the politeness of speech acts. A number of these data are assessed based on their relevance so that they can be useful for this research.

## **1.12 Location and Period of Research**

### **1.12.1 Location of the Research**

This research was conducted at SMPN 4 North Halmahera which is located in Malifut District. SMPN 4 North Halmahera was used as the research location with the reason that so far there has been no research on politeness speech acts conducted at that location. The location of SMPN 4 Halut is easily accessible by land so that it allows researchers to collect data continuously.

### **1.12.2 Period of the Research Implementation**

Basically, qualitative research does not require a long time because the most important thing in qualitative research is to unravel the problem and understand the meaning. So that if the results of data analysis have been tested for credibility, the research is declared over. Taking this into account,

this research was planned for more than 1 month from March 26<sup>th</sup> to April 27<sup>th</sup>, 2024.

### **1.13 Techniques of Collecting Data**

The data collection activities of this research were conducted through observation, interview, and documentation by applying purposive sampling technique, which is limited sampling according to the research needs. The data collection was conducted independently by the researcher during English learning activities in class VIII. Before the data collection activity began, the researcher provided a cover letter to the school and asked for approval to conduct research for one month (from April 26<sup>th</sup> to May 27<sup>th</sup>, 2024). After confirming with the school, the researcher asked for the schedule and syllabus of English learning in class VIII. This was so that the researcher could have a road map in preparing the tools and materials needed for data collection activities.

Primary data collection was initially carried out randomly using a checklist tool that had been numbered so that the data could then be sorted systematically into a matrix table that had been prepared. Meanwhile, secondary data collection was carried out through interviews with several representative audiences. In addition, the data collection process was also carried out through documentation in the form of photos, and audio recording so that it was useful in data verification activities at a later stage. Specifically, data collection activities were carried out through the following stages.

### **1.13.1 Observation**

Observation is an activity of paying attention and recording every phenomenon that appears by considering the relationship of each phenomenon. As stated by Matthew and Ross (2010: 478) that observation is a method of data collection through human senses. In the context of this research, observation was conducted in class VIII related to politeness speech acts in English learning activities. Observation in research is a qualitative data collection activity (in the form of primary and secondary data) where the research subject, behavior, and the environment are recorded without changing the condition of the subject and the natural environment. That is, observation in this study was carried out in a natural situation.

The researcher applied participatory observation technique where the researcher made observations from the surface such as observing the condition of the VIII classroom, the arrangement of the comfort of the learning space, and the availability of facilities to support learning activities, especially in speaking class subjects. Class observations related to politeness speech acts were carried out once a week according to the subject schedule set by the school. The purpose of this observation is to observe the intensity of politeness speech acts performed by students to teacher, teacher to students and fellow students when speaking class learning takes place.

### **1.13.2 Interview**



Interviews in this study were reflected through question and answer activities between the researcher and a number of representative respondents with certain criteria, namely class VIII students who have English language skills and are intense in speech acts during English learning activities or speaking class. The number of respondents who met the criteria in the interview activities were eight students and one teacher. The interview results contained in this study are based on the classification of content and message or according to the similarity and similarity. That is, if three similar interviews are found, the researcher needs to reduce them to show one more representative data used for analysis purposes.

Interviews in this study were conducted with the help of interview guidelines as can be seen in the appendix of this study. The data obtained in the interview activities is secondary data so that it can be used to support the analysis in this study. The interview was conducted separately from the observation. That is, the interview was conducted by the researcher after speaking class hours ended or conducted outside the schedule of English learning activities. The interview was conducted by the researcher in relation to the issue of the implementation of politeness speech acts in English language learning, as well as the factors that influence the politeness of speech acts between students and class teacher in speaking class.

### **1.13.3 Documentation**

Data collection also used documentation in the form of photographs during the process of research activities from beginning to end. Documentation was also done during speaking class learning activities. Documentation was also conducted at the research location to describe the situation and conditions of the research location. In addition to recording functions, documentation in this study also aims to prove the implementation of research.

#### **1.13.4 Video Recorder**

Video recorder is used as one of the instruments in data collection of this research. The function of the video recorder is to record interaction activities related to politeness speech acts that take place during speaking class. The data collected through the video recorder instrument helped the researcher in filling the matrix because it could be played repeatedly to minimize misinterpretation. The data that has been loaded in the matrix tabulation is then transcribed in text form for analysis activities at a later stage.

Data collection process of this research is based on observations and interviews through several stages, namely:

- 1) Data collection was conducted by prioritizing observation of a number of relatively informal conversations in the seventh grade classroom during English language learning activities;

- 2) Initial data were collected in an unstructured (random) manner as a raw format;
- 3) The data were single-sentence data according to the context of the speech acts of each individual involved in the speaking class;
- 4) The object of the research is the language used in speech acts as part of the interaction process of learning English in the classroom;.

Data analysis is done through several procedures such as domain analysis as a systematic effort to find things that can be observed in social situations up to the level of the situation along the moment of speech acts. In addition, data analysis also uses component analysis procedures to find meaning attributes that are situated differently in speech act activities. The next data analysis procedure uses theme analysis to find out the context of speech acts.

#### **1.14 Techniques of Analyzing Data**

Data analysis is done through several procedures such as domain analysis as a systematic effort to find things that can be observed in social situations up to the level of the situation along the moment of speech acts. In addition, data analysis also uses component analysis procedures to find meaning attributes that are situated differently in speech act activities. The next data analysis procedure uses theme analysis to find out the context of speech acts. In simple terms, the data analysis procedure follows the following pattern.

Table 1.2: Procedures of Data Analysis

| <b>No</b> | <b>Analysis Stage</b>  | <b>Politeness Analysis</b>  |
|-----------|--|---|
| 1         | <b>Situation Analysis</b><br>(Communicative situation and the context in which communication occurs) | Examining Communication Patterns<br>(what is communicated, how to communicate, communication situation, communication rules)  |
| 2         | <b>Event Analysis</b><br>(Communicative event)   | Examining the General Purpose of Communication<br>(same general topic, participants who use the same language varieties based on the same linguistic rules in the same setting) |
| 3         | <b>Action Analysis</b><br>(Communicative action)   | Examining the Function of Single Interaction<br>(statements, commands and nonverbal behavior)   |