

CHAPTER I

INTRODUCTION

1.1. Background

Each social group has uniqueness. One of the uniqueness is the way they communicate with others. Communication is a process of delivering information from a person to another person. Blackwell (2015) has argued that “we communicate with others while we make sense of ourselves, and our ideas” (p.245). In daily activities, people often use verbal communication with others because most activities need communication. People usually communicate with others at home, office, market, and school. By communicating, people can share information, news, and thought. Therefore, communication has an important role to share information with others in any situation.

Ideally, communication happens everywhere, one of the theories is in the classroom. Commonly, students do the communication with friends and teachers to share information and thought. There are the hearer (H) and the speaker (S) when people communicate with others. According to Leech (2014) “communication is therefore concerned with intentions or goals (from S’s point of view) and inferences about intentions or goals (from H’s point of view)” (p.56). In this case, the communication in the classroom has the uniqueness because each group of students has their way to realize politeness in their communication. Sometimes, the students’ communication fails because there is a misunderstanding between the students as the speaker and the hearer. In order to make the communication work effectively, politeness principles have an important role in communication because politeness can make the speaker’s utterances being easy to understand by the hearer.

According to Leech (2014) “as a part of the pragmatic features, polite beliefs expressed by the speaker are Beliefs favorable to the other person, whereas impolite Beliefs are beliefs unfavorable to others” (p.34). In communication, both the speakers and the hearers often have a problem. The speakers have the problem in delivering effective information and it makes the hearer cannot understand the point from the speaker. In this case, politeness principles have an important role in making effective communication. So, the students who want to share their thought in communication, it can be easy to understand because of using politeness principles.

The classroom is one of the places to share information and thought. In the classroom, the politeness principle has an important role to make communication understandable. In the classroom, there are so many phenomena that happen. In this case, the phenomenon happens during the classroom interactions, such as using politeness in utterances. By using politeness, the success of communication is higher rather than not using politeness in the speaker's utterances. The communication can be a success because there is no misunderstanding between the speaker and the hearer. Here are some examples of the phenomenons:

1) Mita : I will pay the bill for lunch in the canteen today; will you join me, Dina?

The words "pay the bill" realize the politeness principles of generosity maxim because the subject "I" was minimizing benefit to self and maximizing cost to self.

2) Anna : Jonny, sorry for my silliness because I did not come to your party last night in the Swiss Bell Hotel. I know that I am a fool.

The words "I am a fool and my silliness" realize the modesty maxim because the speaker was minimizing praise to self and maximizing dispraise of self.

3) Vinna : Doni, all of our classmates totally agree with the plan to go to Kerinci for a study tour. I am so excited!

The words "all of our classmate totally agree" in that sentence realize the politeness principles of agreement maxim because Dina is minimizing disagreement between self and other; it is also maximizing agreement between self and others.

Based on the explanation, the writer would like to make a research entitled "The Realization of Leech's Maxims in the Students' Interactions". The writer will try to find out the types of politeness principles in the classroom that are used by the students in the English Department at the University of Jambi.

1.2. Research Question

Based on the background above, the problem can be formulated under the questions as follows:

1. What types of maxims are realized by the students in the classroom interactions?

1.3. Aim of the Research

Based on the problems above, the aim of this research is as follow:

1. To identify the types of politeness maxims realized by the students in the classroom interactions.

1.4. Limitation of the Research

This research focuses on investigating the students' interactions in realizing maxims proposed by Leech. The writer limits the problems of this research to the types of maxims used by the students. Besides, the writer wants to know the types of maxims proposed by Leech that the students realized in the classroom. This limitation is decided because the writer wants to be more focused on conducting the research.

1.5. Significant of the Research

1. For students, understanding the types of politeness principles can help them to speak politely. So, they can minimize misunderstandings when they communicate with teachers, lecturers, and friends.
2. For readers, the findings of this study are expected to improve the readers' knowledge in realizing politeness principles in the classroom interaction or outside of the classroom interaction. It will help them to communicate with others without misunderstanding. So, they can maximize politeness when they communicate.