

CHAPTER I

INTRODUCTION

This chapter describes some points including the background of the study, statements of the problem, the objective of the study, and the significance of the study.

1.1 Background of the Study

Communication is an activity that is always done by humans in everyday life. To be successful in communication, language learners must use good and correct language, not only in grammar and text organization but also use the language based on pragmatic aspects of the target language (Bachman, 1990). In communication, a strategy is needed in speaking between the two parties, be it the speaker or the interlocutor, so that there is no dispute. Therefore, politeness strategies are needed in people's lives.

Politeness strategy is defined as a way of expressing respect for others. But in today's human life it is very difficult to do that. Some people behave politely and there are also those who behave impolitely. Dealing with the importance of politeness strategies, Suhartono (2020) says that "politeness is influenced by several factors". In this case, the factor in question may be a factor from family, friends/association factors, mass media factors, community factors, and others. For example community factors, as we know that many teenagers do not maintain good manners when speaking, or behave with others, because they may be influenced by community factors. If in that community he hangs out with people

who do not behave well then he will also behave impolitely to others. From the example above, it can be said that politeness has its own characteristics in behaving and communicating with others. And it is a very practical thing but very difficult for humans to do, many people are more concerned with ego than being polite to others, people prefer to be respected by others but do not want to respect others. Politeness and hedging are thus manifested in such speech act as requests, offers, apology, greetings, appreciation, criticism, and disagreement. Apart from the explanation above, the author is interested in conducting research on one of the speech acts called expressing disagreements.

Disagreement is explained as an oppositional premise (verbal or nonverbal) towards an antecedent verbal (or nonverbal) action (Kakava, 1993: 36). In this case, the disagreement itself occurs when there are two people who may have different thoughts. Sifianou (2012) asserts that disagreement can impress one or both in a positive face and the negative face of the interlocutor and can build hostility or solidarity. In this case, he argues that disagreement is one of the actions that can invite hostility from both parties and that's it should be avoided. Speaking about disagreement within speech acts, Lui (2004) stated that in Searle's taxonomy of speech acts, the act of disagreement is not directive or commissive, but rather, it is a reactive act which requires a prior utterance from an interlocutor. For him, the act of disagreement occurs when a speaker assumes that some propositions uttered by an addressee are not true. He argued also that unlike how other speech acts have been studied, it is important to study the act of disagreement in the context of discourse in which it is uttered.

Apart from the explanation of the disagreement itself, Locher (2004) argues that there are eight kinds of strategies to express disagreement; modal auxiliaries, giving personal or emotional reasons for disagreeing, objections in the form of a question, the use of hedges, shifting responsibility, repetition of an utterance by the speaker, the use of but and non-mitigating disagreement strategies. Meanwhile, according to Muntigl and Turnbull (1998), there are four types of disagreement strategies, which consist of; irrelevancy claim, challenge, counterclaim, contradiction.

Rohmah (2005). researching about students when expressing disagreement during discussions. The researcher also analyzes the response to the disagreement and also the context of the disagreeing strategies. There are five main strategies used by the researcher. The five strategies are aggravating disagreement, expressing disagreement baldly, acknowledging peers during a disagreement, asserting vulnerability during disagreement, and disagreeing indirectly.

The studies by Yasmin, S. (2021). Study about Efl Learners 'Politeness Strategies in Expression of disagreement. The data have been analyzed by using the model of politeness presented by Brown and Levinson (1987). And the findings showed that EFL learners and native speakers apply the off record strategy. They use more mitigation tools to soften the impact of their disagreements. In the case of EFL learners, it was found that they were more direct compared to native speakers and used voiceless politeness devices more frequently.

Regarding the explanation above makes the researcher is interested to

investigate how the students will apply the knowledge of pragmatic they, particularly in disagreement. The main concern of the researcher is how Nusa Cendana University Kupang conveys disagreement while keeping politeness.

This research focuses on politeness strategies in expressing disagreement employed by Nusa Cendana University Kupang. The researcher will use the theory of Brown and Levinson (1998) in analyzing politeness strategies in expressing disagreement.

The research chooses the topic of Politeness strategies In expressing Disagreement because this often happens in our daily lives today. When someone has a difference in opinion, then they also express their disagreement, but the strategy they use here needs to be considered. Therefore, a study of politeness strategy is very important to learn, because by using it, a person can protect their opinion. Where the researcher here wants the students of Nusa Cendana University Kupang to be able to know the politeness strategy itself, and when they express disagreement, they must remain pay attention to politeness.

1.2 Problem Statements

Based on the background of the study above, there are two questions that must be answered as the statement of the problem of this study;

1. What kinds of politeness strategies applied by the students of English education study program Nusa Cendana University in expressing disagreement when communicating in English?
2. Which of the politeness strategies is mostly used by students of English Study Program Nusa Cendana University in expressing disagreement ?

1.3 Objective of the Study

Going in line with the problem statements above, this study has two objectives:

1. To find out what kinds of politeness strategies applied by the students of English education study program Nusa Cendana University in expressing disagreement when communicating in English.
2. To find out Which of the politeness strategies is mostly used by students of English Study Program Nusa Cendana University in expressing disagreement.

1.4 Significance of the Study

By doing in this study, the writer hopes that the result of this research will be beneficial both theoretically and practically.

Theoretically, this study can help students in learning pragmatics, especially politeness strategies proposed by Brown and Levinson and also can enrich the previous study on politeness strategy.

Practically, this study can encourage English learners to be more aware and be capable of using appropriate English politeness strategies in communication. This study also can encourage English teachers to assess and evaluate not only the grammatical skill but also the students' pragmatic skills in daily interactions.

Pedagogically, this study is expected to provide a good improvement for English students in their daily interactions because politeness is very important in social life. If the politeness continues to be preserved, the student's personality will also be good.

