

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Theoretical Review

##### 1. Pragmatics

According to Yule (2014, p.5) states that pragmatics is the study of the relationship between linguistic forms and the users of those forms. Rahardi (2019: 28) provides a definition that pragmatics can be used as the study of how speech has meaning in situations.

In addition, Djadjasudarma (2019, p. 2) reveals that pragmatics is the science of language regarding speech used in certain conditions. That is, how the speaker can use good and correct language in communicating. Not only paying attention to good and correct language, but also paying attention to polite language. Polite language is used in any condition, such as official or casual variety, spoken or written language. This

is because language can reflect human attitudes. If the speaker has been taught using bad language, then the attitude towards the language will be bad.

(Yule 2014, p.13) states that the main advantage of learning a language through pragmatics is that one can talk about the addressee, their assumptions, their goals or objectives, and the types (for example, requests) they display when they speak.

From the above definition, it can be concluded that pragmatics is the study of the meaning of sentences spoken by the principal researcher based on the context of the situation and with pragmatics we can understand people from the words they understand.

## **2. Politeness**

### **a. Definition of Politeness**

In order to communicate politely, we need to learn about politeness. (Brown and Levinson

in Wardhaugh 2006, p.276) determine politeness on how to treat other's face. (Yule, 2002:3) states that politeness in interaction can be defined as the way to show awareness to others' face. Face is defined as the public self-image every adult portrays, which must be attended to in interaction.

(Meyerhoff 2006, p.82) states that politeness is the actions taken by competent speakers in a community in order to attend to possible social or interpersonal disturbances. (Brown and Levinson in Cutting 2002, p.45) said that in order to enter into social relationships, we have to acknowledge and show an awareness of the face.

Based on the explanation above, it can be concluded that politeness is a pragmatics strategy whose function is to communicate politely to the interlocutor. Based on the

explanation above, it can be concluded that politeness is a pragmatics strategy whose function is to communicate politely to the interlocutor.

b. Face-threatening acts (FTAs)

According to Yule (2002, p.40) if a speaker says something that represents a threat to another individuals' expectations regarding self-image, it is described as a face threatening act. As stated by Trask and Stockwell (2007, p.176), it is an act that makes someone's face is lost. If the inferior speaker employs direct utterance by saying Give me that paper! to the superior hearer whose social power is higher, it is defined as face threatening act. Example: Give me that! vs. Could you pass me that paper? (George Yule, 2006, p,119).

### c. Types of Politeness

A lot of theories about politeness proposed by the experts. One of them is Brown and Levinson (1987, p.157) that divide politeness into four strategies. Hamuddin (2012) thought that these four techniques could still be used in the current situation. Those strategies are to show people's awareness of other's face. Those are bald on-record, negative politeness, positive politeness, and off record. The explanations are as follows.

#### 1. Bald on-Record

(Brown and Levinson in Cutting 2002, p.46) states if a speaker makes a suggestion, request, offer, or invitation in an open and direct way, we say that they are doing an FTA bald on record. These are direct speech acts; such as utterances tend to contain the imperative with no mitigating devices. The

speakers usually apply the imperative form when they are talking to their close relatives or friends. For the example a speaker says, This door handle's falling out. Fix it. In this imperative form of bald on- record, if the hearer does not fix the door handle, he or she will be seen as uncooperative by the speaker. For this reason, this is the most face-threatening mode of action.

## 2. Positive Politeness

Positive politeness is redress directed to the addressee's positive face, his perennial desire that his wants (or the actions/acquisitions/ values resulting from them) should be thought of as desirable. Redress consists in partially satisfying that desire by communicating that one's own wants (or some of them) are in some respects similar to the addressee's wants Brown and Levinson, (1987,

p,101). Positive politeness strategy aim to save positive face, by demonstrating closeness and solidarity, appealing to friendship, making other people feel good, and emphasizing that both speakers have a common goal Cutting, (2002, p.48). For the example when a speaker says, How about letting me use your pen? or Hey, buddy, I'd appreciate it if you'd let me use your pen (Yule, 2006). in (Setiadi 2014, p.64).

### 3. Negative Politeness

Negative politeness is redressive action addressed to the addressee's negative face: his want to have his freedom of action and undisturbed and his attention unimpeded. It performs the function of minimizing the particular imposition that FTA unavoidably effects Brown and Levinson, 1987, p.129). An FTA is an act which threatens the positive or

negative face of the addressee Yule, (1996, p.61). For example I need \$5 is awkward if five dollars is outside the recipient to the question's financial capabilities. But if the speaker, knows that the hearer wants to maintain his autonomy, adds an out for the listener like I know you've been kinda strapped for cash, but could I borrow \$5?, the hearer is more likely to give him that money because the request showed a respect for his ability to maintain autonomy (Septyaningsih, 2007, p.25).

#### 4. Off-Record

According to Brown and Levinson (1987, p.211) off-record is an indirect way of politeness. The utterances are not directly addresses to the hearers. For the example a speaker says It is cold in here.He or she is indirectly stating that the hearer should close



the door or the window since the weather is cold.

Another expert that proposes theory about politeness is House and Kasper. House and Kasper in Watts (2003, p.182) divide politeness into eleven strategies.

a. Politeness Markers

Politeness markers can be technically meant as expressions added to the utterance to show deference to the addressee and to bid for cooperative behaviour. The most obvious example of a politeness marker in English is “please”, but there are others. Showing deference in conversation can be done by several strategies that can be employed by the speaker. Showing deference can be done by stating compliment. Baba and Saito and Beecken in Chen (2010, p.94) states that

compliment is to show respect and deference, indeed showing respect and deference to create distance will eventually lead to denial of compliments by the compliment.

Another way to commit deference can be done by using honorific expression and it is quite common and acceptable in Indonesian culture especially Javanese. Using honorific expressions can be meant to state formality and social distance between the speaker and the addressee.

(Kim & Biber 1994, p.176) proposes that honorific expressions are used to express deference to the addressee or the person spoken about. It can be done by stating humble expressions that are particular pronominal forms (first and second person) and particular verbs used with first person

pronouns in which these forms also show deference to the addressee related to the speaker/writer. The use of politeness markers within sentences is presented in the examples below.

(1) Please, Mom. Please let me go.

Tonight's the last night.

(2) Sir, could you tell me a big whale is?

(3) Wow, that's amazing fact. Thanks a lot my friend.

(4) May I sit here, if you wouldn't/don't mind?

(5) Close the door, will you/would you?

#### b. Play-downs

Play-downs mean that both speaker and hearer understand syntactic devices which tone down the perlocutionary effect on an utterance which is likely to have on the addressee. Speaker can employ play-downs

by using these four strategies: using of the past tense (I Married if . . . , I thought you might . . .), using progressive aspect together with past tense (I was wondering whether . . . , I was thinking you might . . .), using an interrogative containing a modal verb (would it be a good idea . . . , could we . . .), and using a negative interrogative containing a modal verb (wouldn't it be a good idea if . . . , couldn't you . . .). The use of play-downs within sentences is for example:

- 1) I wondered if you could tell me the truth,
- 2) I was wondering whether you could have a dinner with metonight,and
- 3) wouldit be a good idea for us to have dinner tonight?

a. Consultative devices

Consultative devices technically open for bidding the addressee's cooperation. There is a tendency to use consultative devices to show deference to the addressee to perform voluntary act. Both speaker and hearer technically understand structures which seek to involve the addressee and bid for his/her cooperation. In request strategy, the speaker does realize the use of these markers that the result is quite uncertain. Within sentences, the use of consultative devices is for example:

1) would you mind passing the salt to me?

2) could you tell me how big a blue whale is.? and

3) will you clean the window?

d. Hedges

Hedges can be defined as away to be polite even speaker breaks or violates

cooperative principle maxims. As Yule(1996:38) states that speakers are not only aware of the maxims but that they want to show that they are trying to observe them, indeed, speakers may not follow the expectation of cooperative principle but they are still polite. There are several types of hedges that arise in texts. In this case the researcher will only follow the degree of hedges proposed by House and Kasper which similar with type of hedges proposed by Hinkel (2004, p.324) as conversational and informal hedges. This type of hedges indicates that the speaker and the addressee understand the avoidance of giving a precise propositional content and leaving an option open to the addressee to impose her/his own intent, e.g., kind of, sort of, somehow, more or less, rather, pretty, as

we all know, as far as we/I know, as is well known as the saying goes, from what I hear/see, and to cut long story.

Hedges deal with an attention that both speaker and hearer understand the avoidance of giving a precise propositional content and leaving an option open to the addressee to impose her/his own intent.

Hedging has received much attention in casual conversation as a means to facilitate turn-taking, show politeness, mitigate face-threats, but it is also considered a sameant to convey vagueness purposely. In anycase, hedging represents an important aspect of language where the appropriate use of hedges reflects an efficient social interaction by showing the ability to express degrees of certainty and to master such rhetorical strategies which is required

under certain circumstances. The use of hedges with in sentences is for example:

- 1) Well, as we all know, it's better to have better public transport,
- 2) It's sort of silly, but I'd like a copy of the photograph.
- 3) As far as I know, you're maybe right about it.

Using hedges helps the participants to promote and maintain face in addition to minimizing the threat posed by speech act which has the potential to make either the addresser or the addressee uncomfortable.

Using speech act in making a claim has the potential to make the addresser uncomfortable especially if the claims are challenged, consequently the addressee can be made uncomfortable if he feels forced



into accepting certain claims without being able to exercise a degree of discretion.

e. Understaters

Understaters are used as a means of under-representing the propositional content of the utterance by a phrase functioning as an adverbial modifier or also by an adverb itself. Understaters openly reduce the speaker's responsibility for claim or proposition and the extent of its implication. The use of understaters is commonly considered as the way to promote solidarity between the speaker and the hearer by the use of phrases such as a bit, a little bit, quite, a second, a moment, briefly, few, a few. Within sentences, the use of those phrases is for example:

- 1) That's true my friend, but it's quite/a bit harsh to say that.

- 2) Ok, but, will you wait for me a little bit.
- 3) Briefly, it's only the way to deal with that man.

f. Downtoners

Downtoners modulate the impact of the speaker's utterance. Downtoners indicate the degree of probability and realize politeness and deference by which they mark uncertainty of proposition, e.g., just, simply, possibly, perhaps, maybe, really, practically, slightly, hardly, at all, almost, nearly, only, somewhat.

The use of those phrases within sentences can be seen in the examples below.

- 1) Student A: Sorry to hear that. The teacher invited us to see a film about whales and I found some interesting facts about them.

Student B: Really? Tell me about it.

- 2) It's just OK. Just the way I like it.
- 3) Maybe you are right, but is it OK for us to have a drink?

g. Committers

Committers function to lower the degree to which the speaker commits her/ himself to the propositional content of the utterance. It can be defined as sentence modifiers that reduce the level of commitment of the speaker. Committers are technically similar with agreement maxim in which those markers seek agreement and avoid disagreement even though technically committers at this term more focus on how the speaker does lower his/ her propositional content on his/ her utterances to keep being polite, e.g., I think, I believe, I guess, in my opinion. The use of those phrases within sentences can be seen in the examples below.

- 1) I think it would be better for us to have a drink tonight.
- 2) In my opinion, the way our government's policy in raising the gas price is right for our economic condition.
- 3) Our professor statement about the big oil company is right. I guess.

#### h. Forewarning

Forewarning is a strategy that could be realized by a wide range of different structures in which the speaker makes some kind of meta-comment on a FTA or invokes a generally accepted principle which he/she is about to flout, etc.

This strategy tends to hide a propositional content of a utterance that makes the addressee have to grasp it. When using this strategy, the speaker usually starts his/ her

utterances with compliment before he/she starts flouting the message. The most common strategy that fit with this category is but-clause which might indicate violating or flouting maxims of cooperative principles. The examples of this strategy within sentences are:

- 1) I think about that, but why don't you look at it first,
- 2) Reality shows on TV are very popular in around the world, but honestly, are they really help people or just for the commercial profit?, and
- 3) Far it from me to criticize, but your way to present the material using slide show is a little bit boring.

i. Hesitators

Hesitators used to fill pauses with non-lexical phonetic material (e.g. \_er, ' \_uhh, ' \_ah').

The use of this strategy in sentences is for example:

- 1) er...do you have another pen?
- 2) uhmm...you might be right but it will be better to check the fact first, and
- 3) uhh...is that your dictionary? Can you lend me for a second?

j. Scope-staters

Scope-staters are devices used by the speaker to state a subjective opinion about what is being said. The use of this strategy within sentences is for example:

- 1) I am afraid you are in my seat,
- 2) I am disappointed that I couldn't watch the match clearly, and
- 3) It was a shame that it is too hard for me to do the task at home individually.

#### k. Agent-hesitators

Agent-hesitators are structures used to avoid talking about the agent of an action and so deflecting the criticism from the addressee to some generalized agent by using passive structures or sentences like ‘people do not do X’. Agent avoiders within sentences are for example:

- 1) It is commonly accepted that smoking should be banned in public,
- 2) shoes are not allowed here, and
- 3) I am very sorry to hear that, but unfortunately, I am completely booked right now.

In conclusion, using politeness strategy in daily conversation is able to take away people from doing FTA. According to various strategies proposed by the experts above, we can choose one from those strategies to be

applied in our utterances when speaking with the interlocutor.

### 3. Face

As translated from Chinese term *diū liǎn*, 'face' means reputation or good name (Jenny Thomas, 1992). According to Goffman (1967) face is the positive social value a person effectively claims for himself by the line others assume he has taken during particular contact. (According to Brown and Levinson, 1987) everyone has self- public image which has relation to emotional and social sense of self and expects everyone else to recognize. We often see in our society that every individual always keeps his or her image towards the people around him/her. It is always informed from the infotainment in the television that an actress A for the example tries so hard to keep her image in front of her fans. Because she is a public figure who will always be watched by many people from the



television. Hence, she always wants her viewers to see her as a good person from her image. The term image here is face.

The notion face also has a relation to politeness. Because politeness talks about the way to treat people's face. There two kinds of face, those are positive and negative.

a. Positive Face

Positive face is the need to be accepted, even liked, by others, to be treated as the member of the same group, and to know that his or her wants are shared by others.

(Brown and Lavinson 1987, p.61) also stated that positive face is the positive consistent self-image or personality (crucially including the desire that this self-image be appreciated and approved of) claimed by interaction. (Goffman, 1967) gives the example of positive face: Your friend asks for a ride to

the airport. Based on the example that positive face needs; you think I better take him because I want him to like me, and I want the reputation of being reliable person.

b. Negative Face

Negative face is the need to be independent, to have freedom of action, and not to be imposed on by others. (Brown and Levinson 1987, p.61) states that negative face is the basic claim to territories, personal preserves, right to non-distraction – i.e. to freedom of action and freedom from imposition Negative face, with its derivative politeness of non- imposition, is familiar as the formal politeness that the notion politeness‘immediately conjures up. But positive face, with its derivative forms of politeness, are less obvious. The reduction of a person’s self-image or personality to a want that none’s wants be desirable to at least some others can be justified in

this way. The most salient aspect to a person's personality in interaction is what that personality requires so other interactants in particular, it includes the desire to be ratified, understood, approved of, like and admired. The next step is to represent this desire as he wants to have one's goals thought of as desirable. In the special sense of wanting that we develop, we can then arrive at positive face as here defined. To give this some intuitive flesh Brown and Levinson, (1987, p. 62). The example of negative face is your friend asks for a ride to the airport. It can explain that negative face needs; you think, this is not favorable, I do not feel like driving this guy to the airport. I have other stuff that I could be doing, like sleeping, or saving the gasoline in my car. He can find his own ride (Goffman, 1967).

(Yule 1996, p. 620) states in simple terms, negative face is the need to be independent and positive face is the need to be connected.

Based on the explanation above, we can make a conclusion that positive face is the want to be approved by others and negative face is the want to be free to do an action.

#### **4. TextBook**

Nowadays, none of the school in Indonesia which do not use textbook to support their teaching-learning process in the class. According to Richards as cited in Rahmawati (2018, p. 7) textbook is a book written by experienced and well-qualified people and the material contained in textbook is usually carefully tested in pilot studies in actual teaching situations before publication. Moreover, Oxford Advanced Learners Dictionary defines textbook is a book that teaches a particular subject and that is used especially in schools and colleges. In conclusion, different subject has different

textbook. Like Mathematics will has its own textbook and so does Biology and other subjects taught in the school or college.

Text book has a role in the teaching-learning process in th eclass, both for the teacher and students.Cunningsworth (1995: 7) in his journal states important roles of using textbook:

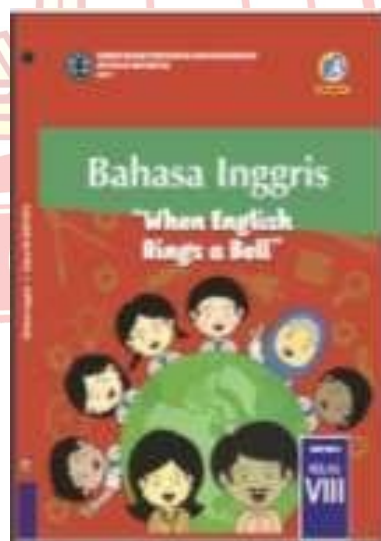
- a. A resource for presentation material
- b. A source of activities for learner practice and communicative interaction
- c. Reference source for learners for grammar, vocabulary, pronunciation, etc
- d. A source of stimulation and ideas from classroom language activities e.asylla
- e. A support for less experienced teachers.

Because of those important roles,teacher and students are supposed to use textbook.

There are a lot of book publisher swich publish and sell text books or the students and teacher in Indonesia,

like the popular one is erlangga for the example. Among those numbers of textbooks, no text book designed for general market will be absolutely ideal for the particular groups of learners (Cunningsworth,1995:5).It means that no textbook that is designed and fits perfectly with the material delivered in the class.That is why, a teacher must be selective to choose a good textbook for the learning process

### **5. When English Rings A Bell**

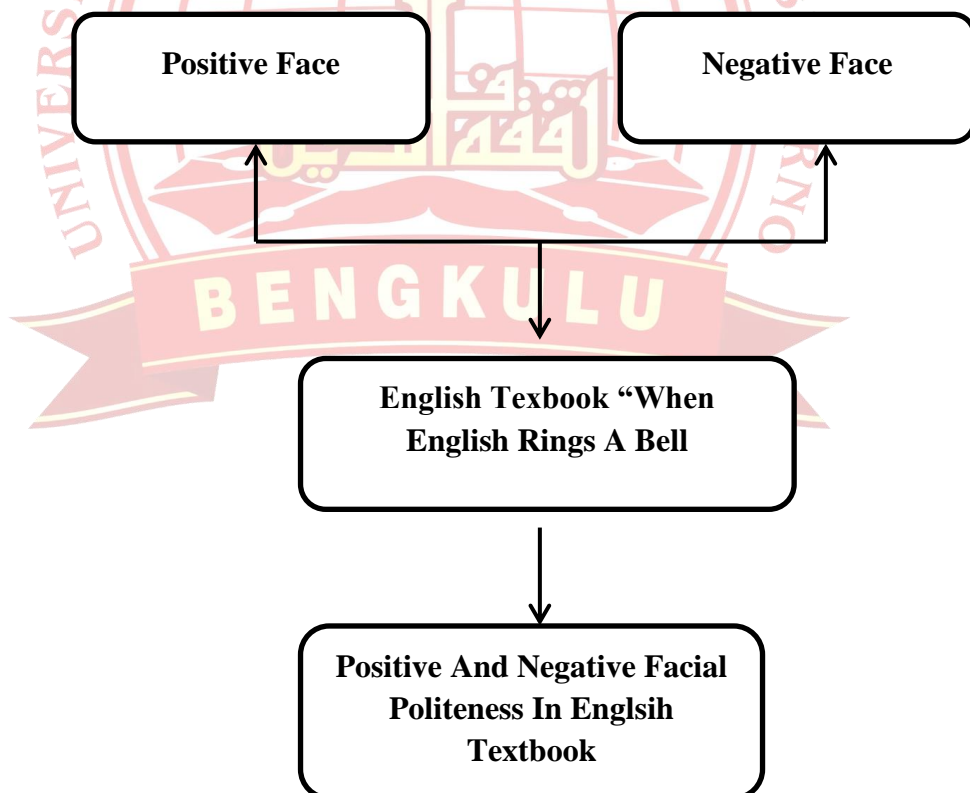


(gambar 1.1)

When English Rings A Bell is one of many English textbooks used by the students of junior school in

Indonesia. This textbook is colorful enough with some color combination which can attract the students' interest to learn English. Produced by Ministry of Education and Culture, this When English Rings A Bell textbook for the eighth grade consisted of 234 pages with 13 chapters which divided for the first and the second semester.

### **B. Theoretical Framework**



### ***Figure 2.1 Theoretical framework***

Based on the theoretical framework above, this study aims to analyze conversations that are indicated as positive and negative faces found in *When English Rings a Bell* Textbook, the component that will be analyzed is to classify the data into two terms face and negative face. And conclude the results of data.

#### **C. Previous Study**

Here is the previous study similar to the thesis. The first previous study is done by Saputra (2019) entitled *An Analysis of Positive and Negative Face in "The Croods Movie"*. This research aims at identifying a face management which is defined as any interaction word that is generally related to politeness. This study design to find out positive and negative face proposed by Goffman. The researcher, in this thesis uses a descriptive and qualitative study.



The source of the data in this thesis is the dialogues in the croods movie, showing positive and negative face of politeness strategy. The data were analyzed with Goffman's theory about management face. The result of the study shows that there are many conversations indicated positive and negative face, but in his paper he only shows five evidents that showed to indicate positive and negative face.

From the previous study above the researcher concludes that there are some similarities and differences between his thesis and this study. The similarities between his thesis and this study are included qualitative study that analyze positive and negative face and both of our study are using Goffman's theory. While the difference is in the object of the study, his thesis analyzes positive and negative face in movie and this thesis analyzes positive and negative face used in the textbook.

The second study is taken from Evarohmah (2020) entitled A Study of Politeness Strategy in The Senior High School English Coursebook “Pathway To English” For The Eleventh Grade. This research aims at discovering the politeness strategies and the dominant politeness strategy in the senior high school Pathway To English coursebook. This research is conducted using descriptive qualitative method. The data of the research were in the form of words, phrases, and sentences in the content of the texts in the course book.

The result of the study shows that there are ten kinds of politeness strategies used in the Senior High School Pathway To English Coursebook. The types of politeness strategy found in the Senior High School Pathway To English Coursebook are 37 (36.63%) Politeness markers, 2 (1.98%) Play-downs, 14 (13.86%) Consultative devices, 8 (7.92%) Hedges, 3 (2.97%) Understaters, 8 (7.92%) Downtoners, 20

(19.80%) Committers, 2 (1.98%) Forewarning, 4 (3.96%) Hesitators, and 3 (2.97%) Agent avoiders.

There are similarities and differences found between Eva's research and this research. The first similarity is both of the studies using qualitative method as the research method. The second similarity is both of the studies analyzing the same object, that is coursebook or textbook. The difference is Eva's research analyzing politeness strategy, meanwhile this research is analyzing a positive and negative face which still have the same scope with politeness.

The three study is taken from Rizki Maulidia Harahap (2018) entitled *Politeness Strategies Used By English Teacher at SMP Bina Satria Medan*. This study was at a time to investigate the types of Politeness strategies used by an english teacher in the classroom and how does the teacher realized the politeness strategies and to describe the reasons politeness strategies realized by the teacher in

the classroom. This study was conducted by applying descriptive qualitative research. The source of the data was an English teacher of class VIII in SMP BinaSatriaMulia Medan. The instrument of this study was video recording.

The data were analyzed using descriptive data. The findings of the result were that (1) there were all of politeness strategies namely: Bald on record (55%), Positive Politeness (31%), Negative politeness (6%) and off record (11%). (2) Bald on record was realized because it made close relationship between teacher and students, Positive politeness was realized because to give respect to the students during teaching learning process, Negative politeness was realized because to maintain closer friend among them, Off record was realized because the teacher wants the students more understand to the teacher just by giving a clue in teaching learning process.

There are similarities and differences between Rizki Maulida research and this research. The similarity is that both of these studies use qualitative descriptive data methods as the research method analyzes the same object, namely textbooks. There is a difference between Rizki Maulida's research and this researcher analyzes politeness while this study analyzes positive and negative faces.

The fourth is a national journal conducted by Manik&Hutagaol (2015, p.9) with the title an analysis on teacher's politeness strategy and student's compliance in teaching learning process. In the data analysis, it is found that 1) the teachers used four maxims in their communication to the students. They are tact maxim, generosity maxim, approbation maxim and agreement maxim. It is not found that the teachers used modesty maxim and sympathy maxim. 2) the teachers were dominantly used tact maxim in their directive speech acts to the students. 3) children

pragmatic competence and positive emotions were the factors that affected the students' compliances to the teacher's politeness utterances.

There are similarities and differences found between Sondang Malik & Juniati Hutagaol with this research. The similarities between the two researchers used descriptive data as a research method. There is a difference between Sondang Malik & Juniati Hutagaol's research and this study, teachers and students, while this study uses textbooks as objects.

The last is a the conducted by Tri Wijayanto (2014) with the title A Pragmatic Analysis Of politnes Strategy in The Coursebook Look Ahed 2 an English Course Book for Senior High School Student Year XI. This research aims at (1) describing the types of politeness strategy applied in the coursebook, and (2) analyzing the realization of those types of politeness strategy in the coursebook. This research belongs to descriptive qualitative study. The data of

the research were in the form of words, phrases, and sentences in the content of the texts in the coursebook. The main instrument of the research was the researcher himself and the secondary one was the data sheet. The data were collected by note-taking. In analyzing the data, the researcher used referential methods in which the methods were done by identifying and re-examining the data based on the theory of politeness strategy proposed by House and Kasper in Watts (2003: 182). The validity of the research was gained by doing investigators and theoretical triangulation.

The research reveals two findings. First, there are ten types of politeness strategy found in the coursebook, namely Politeness markers, Play-downs, Consultative devices, Hedges, Understaters, Downtoners, Committers, Forewarning, Hesitators, and Agent avoiders. Among other types of politeness strategy, Politeness markers occur most frequently

and Scope-staters contrastingly are not found in the coursebook. Second, the realization of the types of politeness strategy in the coursebook generally employs modal verbs as a common way to state politeness in any texts especially in daily conversation texts.

From previous research, the researcher concludes that there are some similarities and differences. Similarities between these studies include qualitative research while the attenuation lies in the object of research, this study analyzes the analysis of politeness strategies in textbooks. This research analyzes positive and negative faces used in textbooks.