I. INTRODUCTION

This chapter discusses introduction of the research which deals several points. i.e., background of the problem, identification of the problems, research question, objective of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Problem

Communication appears in everyday life. Through a communication someone shares their mind to others, sometimes to achieve certain intention. Especially in a classroom, it appears in the form of Teacher – Student conversation or Student – Student conversation. It is through this conversation learning is accomplished in the classroom.

Conversation appears when a group of people come together and take their time to talk (Goffman, 1976). To get involved in a conversation someone required to master the mechanism of conversation so the conversation will run well. The mechanism of a conversation includes of how to start, how to get involved, and how to end a conversation. Goffman (1976) states that when an individual comes in contact with another person, he attempts to controll or guide the impression that the other person will form of him, by altering his own setting, appearance and manner. It is in line with Brown and Levinson (1978) who states that

communication is seen as potentially dangerous and antagonistic. At the same time, the person that the individual is interacting with attempts to form an impression of, and obtain information about the individual. The participants in social interactions engage in certain practices to avoid embarrassing themselves or others. Society is not homogeneous, we must act differently in different settings. Therefore, in order to have a good conversation, speakers have to keep the politeness.

Language is considered to be a product of social contact. Language or linguistic acts that intend to influence the reality are generally known as 'Speech Acts'. The politeness principles is an important background for a speech act. It is required in a conversation for its special functions, that is to keep social balances and geniality in a conversations. Through this, the existance of a conversation can be maintained (Leech, 1976).

Every person has been exposed to their mother language since they were a child. As they grow in an environtment, the environtment will shaped their language along with a social knowledge of how or when to say something. By this time, the variation of an utterance is also improved, for example an act of request can be performed by making an declarative utterances, interogative, or even imperatives.

People are likely to be direct in their utterance when their social relationship is closer (Leech, 1976), but when they have to speak to someone with a distance social relationship they tend to be more polite. It is in line with Tarigan (1990)

who states that an indirect illocutions tend to show more politeness. Besides that, people will also consider the context in saying something, they tend to wait the right time to say something. In short, people notice how to keep politeness in having a conversation in their mother language. But then, as they starts to go to school, they are exposed to a foreign language, English.

Keeping politeness in a conversation is important in any language. The process of transferring from L1 to L2 while keeping its politeness in an act of request might be produced differently in both source language and the target language. Based on that, the reasercher think that it is important to do an investigation in the act of request in relations with the politeness used by the students.

1.2 Identification of the Problems

Based on the explaining stated above, the researcher formulated the problem as follow:

1. What kinds of request strategy do the students use in the classroom?
2. What kinds of politeness strategy do the students use in the classroom?

1.3 Objectives of the Research

By relating to the formulation of the problems, the objectives of the research is as follows:

1. To investigate the request strategy used by the students in the classroom.
2. To investigate the politeness strategy used by the students in the classroom.

1.4 Uses of the Research

Theoritically, the result of this research will bring additional information for the development of pragmatic theory especially in speech act theory related to the performance of act of requesting used by the students.

Practically, this research will be usefull for the teacher in the process of teaching english in the classroom through communicative and contextual approach to bring back language to its main functions as a means of communications and bring the process of learning language to a real life context.

1.5 Scope of the Research

This research was conducted at the second grade of SMA Negeri 2 Bandar Lampung. The focus of this research was to analyze the pattern of act of request performed by the student in the classroom in teacher-student interaction.

1.6 Definition of Terms

Some terms were defined in order to give basic understanding of the related variables and concepts. These are stated below:

a. **Request Strategy**

It is way of performing request so that the speakers can make sure the request is granted by the listeners. It is also explain how to perform a request in certain condition and toward certain person (Anna Trosborg, 1994).

b. Politeness Strategy

It is a strategy to lessen the threat in conversation (Brown and Levinson, 1978). It is a way to save the listener's face, so the conversation can be maintained.

c. Interaction

It is an active process in which people try to get their meaning across to each other by imparting thoughts, feelings, or idea. Interaction refers to any sort of interaction, student-student or teacher-student discussion, group discussion and any type of classroom participation (Long and Sato, 1983).