**CHAPTER II**

**REVIEW OF LITERATURE**

### Theoretical framework

Based on the discussion in chapter 1, in this chapter the researcher describes some theories related to conversational politeness in requesting and refusing in students at junior high school, and a conceptual framework

### Politeness

Politeness is a social rule that leads to matters relating to the way a person behaves naturally in social life and the friendly attitude shown to several people in front of him with the aim of respecting and respecting that person, so as to create comfortable and harmonious conditions . politeness is an obligation that must be done by every group from children to the elderly without any exception.

According to Oetomo (2012: 20) polite is an attitude of respect and civilized in behavior, polite in speech, manners and good behavior according to local customs and culture what we have to do. Polite behavior reflects one's own behavior, because polite means respect, respect and order according to custom that we must do every time we meet other people as our form in respecting others. Disrespectful people usually shunned by others. We fellow humans have a desire to be appreciated, that is the reason why we must always be polite to others.

Meanwhile, according to Mustari (2014: 129) polite is someone who is smooth and kind from a grammatical point of view as well as the behavior of all people. Politeness can sacrifice oneself for the sake of society or others. That's because those people already have solid rules, each of us only gets to participate. That is the essence of being polite, namely appropriate interpersonal behavior, local norms and customs.

Based on the explanation about politeness, it is concluded that Courtesy in Islam is courtesy consisting of 2 words, namely polite and courteous. Polite is respect with respect according to good customs (polite in refusing). While polite is good and refined manners and behavior, likes to help and have mercy (polite in helping).

### The Indicators of Politeness

According to Kurniasih and Sani (2014:72) the indicators of politeness and courtesy are:

* + - 1. Respect elders
			2. Don't speak dirty, rude, and arrogant
			3. Don't spit anywhere
			4. Don't interrupt the conversation at the wrong time
			5. Saying thank you after receiving help from others
			6. Behave 3S (greetings, smiles, hello)
			7. Asking permission when entering other people's rooms or using other people's things
			8. Treat others as you would like to be treated yourself.

While according to Wahyudi and I made Arsana (2014: 295), the indicators of politeness include:

1. Respect elders
2. Receive everything always by using right hand
3. No dirty, rude, and arrogant words
4. Don't spit anywhere
5. Greet every time you meet the teacher
6. Respect the opinions of others

In the implementation of student manners, students can do it in many ways, such as saying greetings when they want to enter the classroom, greeting older people, praying in an orderly manner, not saying rude and high-pitched words to other people, be they are friends or older people. But in reality this has not been implemented perfectly in the character of students, including in junior high school (SMP).

### The Goal of Politeness

The goal of politeness is to make all of the parties relaxed and comfortable with one another, these culturally defined standards at times may have manipulated to cause shame on a designated party. Being polite therefore consists of trying to save another face. There are some techniques to show politeness:

* + - 1. Expressing uncertainty and ambiguity through hedging and indirectness
			2. Polite lying
			3. Use of euphemism (which make use of ambiguity as well as connotation).
			4. Preferring tag questions to direct statements, such as ―You were at the store, weren't you?
			5. Modal tags request information of which the speaker is uncertain, ―You didn't go to the store yet, did you?
			6. Affective tags indicate concern for the listener. ―You haven't been here long, have you?
			7. Softeners reduce the force of what would be a brusque demand. ―hand me that thing, could you?
			8. Facilitative tags invite the addressee to comment on the request being made, "You can do that, can't you?" (in journal Firinta Togatorop (2019 : 2)

### Politeness in Requesting

Finnochiaro in (Sumarsono, 2010: 199) that the directives, give guidance, try to influence others, propose supplication, suggest, request please, warn, ask instructions; and from that statement it can be concluded that The begin that expression to become polite, people can start with the words "ask for help" and "thanking". There are two some of Politeness in Requesting:

* + - 1. Ask for Help
				1. please :

I need your help. Please get me some water

* + - * 1. Can you :

Can you please get me some water?

* + - * 1. Could you :

 Could you get me some water?

* + - * 1. Was you :

Was you please do the assignment for me?

* + - * 1. Would you ...... :

Would you do the dishes for mom?

* + - * 1. May I..... :

May I have the last bite of this chocolate?

* + - * 1. Do you mind..... :

Do you mind if you buy me some meal?

* + - * 1. I wonder if you could..... :

I wonder if you could buy me something from korea.

* + - 1. Thanks

Chaer (2010:28) states that the illocutionary speech act besides saying something too express actions related to giving permission, say thank you, ordered, offered, and promises. And from this statement it can be concluded After we ask for help. So we don't forget to say thank you. Because saying thank you is a very important thing to appreciate other people. Here are the appropriate words of thanks to say:

* + - * 1. Thank you very much. /

Thank you very much for your kindness

* + - * 1. Thank you so much

Thank you so much for the help

* + - * 1. Thanks a lot..... :

Thanks a lot for the ride

### Politeness in Refusing

|  |  |
| --- | --- |
| 1. No thank you
2. I'm sorry, but.....
3. I'm afraid I can't do that
4. Maybe next time
5. Unfortunately
6. Let me think about it
7. Thank you so much, however
8. I would love to, but.....
9. It sounds great, but.....
10. How about....
 | 1. I wish i could
2. sadly....
3. Have another plan
4. Honestly, i can't
5. I really appreciate it, but....
6. I'll get back to you
7. I don't think it's a good idea
8. Probably no
9. I think that's not possible
10. I'd rather no
 |

Chaer (2010: 96) says basically rejecting speech is speech delivered by the interlocutor as a reaction to utterances issued by a speaker. Usually the form of speech is conveyed in refusing an invitation, order, gift, offer or reject the opinion of the group. And from that statement it can be concluded that in the refusal to have the same character to be expressed politely so that between the speaker and listeners accept each other. Thus, there was be no misunderstanding between them. Here are some examples of politely refusing sentences :

### Conversations

Conversationsis interactive[communication](https://en.wikipedia.org/wiki/Communication)between two or more people. The development of conversational skills and[etiquette](https://en.wikipedia.org/wiki/Etiquette)is an important part of socialization. The development of conversational skills in a new language is a frequent focus of[language teaching](https://en.wikipedia.org/wiki/Language_teaching)and[learning.](https://en.wikipedia.org/wiki/Language_learning)

[Conversation analysis](https://en.wikipedia.org/wiki/Conversation_analysis)is a branch of sociology which studies the structure and organization of human interaction, with a more specific focus on conversational interaction. The topic can change from one kind to another depending on the needs of the speakers to have the purpose (Tanen in Firinta Togatorop (2019 : 44)).

The speakers should have strategies for sustaining the conversation. The grammar of the language is not enough to make the conversation run well. The speakers must have a kind of general knowledge about the various topics so that they can give, share and exchange the information in the conversation.

The spoken language is of course more complex than the written language. In conversation, the two speakers should use their time effectively to achieve the goal of communication to serve the communicative function.

### Kind of Conversation

Conversation happens in any situation in daily life, it's a way for people to communicate with others, but every conversation has a different context based on the people who are involved in there. There are three kinds of conversation according to (Elisabethin Firinta Togatorop (2019: 44)) the way human communicate is done through:

* + - 1. Face-to-face Conversation

Sometimes conversations just happen. Face-to-face conversation happens when someone comes over to one person and starts to have conversation. Then, the two of them plunged into a familiar discussion of recent activities, families, favorite bands or plans to be done. It seems effortless, but that is a real situation that the persons are not prepared for the conversation.

* + - 1. Phone conversations

Phone conversation is becoming the common conversation in global now. We are not only able to conversation in long distance areas, but also different places and times. In phone conversations, no cues from facial expressions and body language and the possibility of less privacy also risks disturbing others with the sound of the phone ringing. When we use phone conversations we need to be considered from others to the phone.

* + - 1. Instant Messaging Conversations

Instant Messaging Conversation (IM) is just similar to phone conversation. The thing that distinguishes it from the former is that the message conveyed is quite short. For example, SMS(short message service) provide in the mobile phone. There is no expression that can be shown and there are senders and receivers. They exchange information or messages in researcher language that later can be revised by others.

From the text above, we can conclude that the conversation can be used in any situation and context in our daily life to communicate with others. The researcher uses the face-to-face conversation in students' speaking with friend.

### Relevant Research

This research was be inspired by several previous researchers. The first research was conducted by Firinta Togatorop. The title "Politeness Strategies Used in the Conversation between the Students of Finance and Banking Department in Murni Sadar Polytechnic Pematangsiantar". In this study the researcher analyzes the utterances portrayed of the politeness strategies toward four politeness strategies, namely bald on record strategy, positive politeness strategy, negative politeness strategy and off record strategy. Moreover the researcher by collecting the select dialog which was used in politeness strategies. After collecting the data, the researcher analysis each dialog based on descriptive analysis technique which was supported by Brown and Levinson's theory of politeness. After analyzing this conversation, the researcher found that the students used politeness strategies among other things: Bald on Record, Positive Politeness, Negative Politeness and Off Record. Bald on Record Strategy includes imperative and clear explanation in urgent conditions. Positive Politeness is noticing, attending to the hearer and Exaggerating (interest, approval, sympathy). Negative politeness is minimizing the imposition. While Off Record is giving hints to the Hearers. The researcher also found the most dominant types used by students in conversation with friends, namely Positive Politeness and Negative Politeness. This study can lead other researchers to conduct research of politeness strategy in other conversations of students.

The second research was conducted by Imanuel Kamlasi. The title is “The Positive Politeness in Conversations Performed by the Students of English Study Program of Timor University”. This research tends to analyze the politeness in the students' conversations. The objectives of the research are to describe the type of address terms of positive politeness and to find out the percentages of address terms of positive politeness in students' conversations. The data were in the script of conversation in the form of sentences, clauses or words. To obtain the data, the TVR was used. The data were analyzed through transcribing, codifying, classifying, analyzing and discussing. The result of the research shows that the address terms of positive politeness in conversation are greetings, thanking, praising, apology, congratulating, intimacy, obedience, question, request, suggestion, rejection, chastisement, and agree. The data in the first category shows that greetings make up 27.27% of the total address terms. The thank is 22%. The apology makes 15%; the intimacy and praising are 10%. The congratulation address is 9% and the lowest is obedience, 7.14% of the total address terms. In the second category; the question is the highest percentage which is 40%. The request is 22%, and then agrees is 14%. The suggestion makes 11% and the rejection makes 8%. The chastisement is the lowest percentage which is 5% of the total address terms. (Imanuel Kamlasi, "The Positive Politeness in Conversations Performed by the Students of English Study Program of Timor University", Journal of English Language, Literature, and Teaching, Vol. 1, No. 2, October 2017, published). chastisements, and agree. The data in the first category shows that greetings make up 27.27% of the total address terms. The thank is 22%. The apology makes 15%; the intimacy and praising are 10%. The congratulation address is 9% and the lowest is obedience, 7.14% of the total address terms. In the second category; the question is the highest percentage which is 40%. The request is 22%, and then agrees is 14%. The suggestion makes 11% and the rejection makes 8%. The chastisement is the lowest percentage which is 5% of the total address terms. (Imanuel Kamlasi, "The Positive Politeness in Conversations Performed by the Students of English Study Program of Timor University", Journal of English Language, Literature, and Teaching, Vol. 1, No. 2, October 2017, published). chastisements, and agree. The data in the first category shows that greetings make up 27.27% of the total address terms. The thank is 22%. The apology makes 15%; the intimacy and praising are 10%. The congratulation address is 9% and the lowest is obedience, 7.14% of the total address terms. In the second category; the question is the highest percentage which is 40%. The request is 22%, and then agrees is 14%. The suggestion makes 11% and the rejection makes 8%. The chastisement is the lowest percentage which is 5% of the total address terms. (Imanuel Kamlasi, "The Positive Politeness in Conversations Performed by the Students of English Study Program of Timor University", Journal of English Language, Literature, and Teaching, Vol. 1, No. 2, October 2017, published). The data in the first category shows that greetings make up 27.27% of the total address terms. The thank is 22%. The apology makes 15%; the intimacy and praising are 10%. The congratulation address is 9% and the lowest is obedience, 7.14% of the total address terms. In the second category; the question is the highest percentage which is 40%. The request is 22%, and then agrees is 14%. The suggestion makes 11% and the rejection makes 8%. The chastisement is the lowest percentage which is 5% of the total address terms. (Imanuel Kamlasi, "The Positive Politeness in Conversations Performed by the Students of English Study Program of Timor University", Journal of English Language, Literature, and Teaching, Vol. 1, No. 2, October 2017, published). The data in the first category shows that greetings make up 27.27% of the total address terms. The thank is 22%. The apology makes 15%; the intimacy and praising are 10%. The congratulation address is 9% and the lowest is obedience, 7.14% of the total address terms. In the second category; the question is the highest percentage which is 40%. The request is 22%, and then agrees is 14%. The suggestion makes 11% and the rejection makes 8%. The chastisement is the lowest percentage which is 5% of the total address terms. (Imanuel Kamlasi, "The Positive Politeness in Conversations Performed by the Students of English Study Program of Timor University", Journal of English Language, Literature, and Teaching, Vol. 1, No. 2, October 2017, published). the intimacy and praising are 10%. The congratulation address is 9% and the lowest is obedience, 7.14% of the total address terms. In the second category; the question is the highest percentage which is 40%. The request is 22%, and then agrees is 14%. The suggestion makes 11% and the rejection makes 8%. The chastisement is the lowest percentage which is 5% of the total address terms. (Imanuel Kamlasi, "The Positive Politeness in Conversations Performed by the Students of English Study Program of Timor University", Journal of English Language, Literature, and Teaching, Vol. 1, No. 2, October 2017, published). the intimacy and praising are 10%. The congratulation address is 9% and the lowest is obedience, 7.14% of the total address terms. In the second category; the question is the highest percentage which is 40%. The request is 22%, and then agrees is 14%. The suggestion makes 11% and the rejection makes 8%. The chastisement is the lowest percentage which is 5% of the total address terms. (Imanuel Kamlasi, "The Positive Politeness in Conversations Performed by the Students of English Study Program of Timor University", Journal of English Language, Literature, and Teaching, Vol. 1, No. 2, October 2017, published). and then the disagreement is 14%. The suggestion makes 11% and the rejection makes 8%. The chastisement is the lowest percentage which is 5% of the total address terms. (Imanuel Kamlasi, "The Positive Politeness in Conversations Performed by the Students of English Study Program of Timor University", Journal of English Language, Literature, and Teaching, Vol. 1, No. 2, October 2017, published). and then the disagreement is 14%. The suggestion makes 11% and the rejection makes 8%. The chastisement is the lowest percentage which is 5% of the total address terms. (Imanuel Kamlasi, "The Positive Politeness in Conversations Performed by the Students of English Study Program of Timor University", Journal of English Language, Literature, and Teaching, Vol. 1, No. 2, October 2017, published).

The third research was conducted by Fahrul Syam with the title “Politeness in Requesting and Refusing in Teacher's Instructions” The researcher has chosen an English teacher of SMAN 4 Bantimurung and the object was one teacher. The researcher joined in the class and recorded the activities when the teacher taught students. The data analyze by using descriptive qualitative method. The types of politeness were based on the Brown and Levinson's theory about the politeness strategy that people should use when they instruct others. The result of this study shows that there were three types of instructional activities; these were motivating students (2 expressions), helping students recall prerequisites (2 expressions) and providing practice and feedback (1 expression). From politeness strategy, the teacher uses four types of them, Bald on Record (12 expressions), Positive Politeness (3 expressions), Negative Politeness (6 expressions), and Off- record (2 expressions). In addition, there were 7 expressions of polite requests and there was no polite refusal. From that result, the researcher concluded that the teacher often used Bald on Record by reasoning that this type of politeness strategy was clearer and more assertive than others to be done in the learning process.

Based on the research findings above, the third writer has done research to know more about politeness strategies in different methods and techniques. And another one related to my subject but the difference is that the research is for the teacher while I am the student who is doing research. And also In this research, the writer only wants to focus on requesting and refusing conversations among students in the school environment (especially in the classroom when learning English).

### Framework of Thinking

The conceptual framework above describes the research which was conducted by the researcher. This research is descriptive research which was the facts and their characteristics from a practical population or area of interest, factually and accurately. This research is done to describe polite expressions of asking and refusing when students talk to other students in a school environment (face to face in the classroom when learning English).

FIGURE 1 : THINGKING FRAMEWORK

**POLITENESS INREFUSING**

**POLITENESS INREQUESTING**

**STUDENTS CONVERSATION**

From the explanation above, the target of this research is junior high school students who, through conversations between students and other students, was know more or understand the importance of politeness in requesting and refusing.