**CHAPTER I**

**INTRODUCTION**

This chapter deals with the background, problem statement, research questions, objectives, significance, and scope of the research.

1. **Background**

Politeness is a fascinating topic to be investigated and it has been discussing for some decades. Theories of politeness had been defined by some experts as the result of the investigation on this study such Lakoff (1973), Leech (1983), Brown and Levinson (1987), and Watts (2003). Conversely, the differences in defining the politeness itself tend to stand in the experts’ point of view. In the case of this research, the politeness in the view of Bugis-Makassar ethnic in ELT classroom context still has not investigated the research. .

Previous related studies of politeness in different context focus namely Fukushima and Iwata (1983), Quraishi (1994), Farashaiyan and Tan (2012), Zhao (2009), Peng, *et.al* (2014), Fabiola (2015), Chivarate (2011), Mahmud (2011a), Tamra (2016), Huang (2008), Monsefi and Hadidi (2015), Bacha, *et.al* (2012), Mahmud (2010), and Eliasoph (2014). The previous researchers conducted these studies related to education, culture, and gender.

In Indonesia, people are well known as polite person. A number of studies have investigated politeness related to the language teaching, culture, and gender difference. However, no guarantee that people who speak politely in their mother tongue will speak politely in their second language. Thus, EFL lecturers must concern on how the way of their speech act. Their speech act may facilitate the students to learn second language acquisition habitually.

The educator is suggested to consider their polite speech during teaching and learning process as a good model for EFL learners since English as foreign language for Indonesians. The educator is obviously a model of language in process of internalizing the second language acquisition of EFL learner. University as an educational institution emphasizes politeness in the teaching and learning process. The manner of politeness in the university and in the school are difference each others. In the university, the lecturers interact to the students as like as working partner. In contrary, the teachers interact to their students such like their children in the school.

This study focuses on politeness occurred at two universities in Makassar. Those universities are Universitas Negeri Makassar (UNM) and Muhammadiyah University (UNISMUH). Universitas Negeri Makassar (UNM) is one of the public universities in Makassar and it is made up of nine faculties for undergraduate program. Moreover, UNM also provides postgraduate program and it has fourteen study program for master’s degree and seven study programs for doctorate degrees. The various regions of lecturer and student in South Sulawesi build the differences of point of view, culture, speech act, and faith. Mostly, the lecturers and the teachers are from predominantly Bugis-Makassar ethnic which are grouped in English department of Universitas Negeri Makassar (UNM) and Muhamadiyah University (UNISMUH).

As one of the largest private university in Makassar, Muhammadiyah University (UNISMUH) administers seven faculties and thirty three departments for undergraduate program. Besides that, it provides four study programs for master’s degree. Department of English Education and Literature includes in the Faculty of Teacher and Education. Most of the students in this university are from predominantly Bugis ethnic.

Bugis-Makassar as the predominant ethnic group in the Makassar has their own criteria of politeness in speech. In this study, the researcher is interested to conduct a politeness study that relates to the Bugis and Makassar politeness in speech in ELT in EFL classroom.

Although there are several studies conducted on politeness strategy and a number of politeness theories, there is lack of information on politeness studies in English language teaching in Indonesia relates to the Bugis and Makassar lecturers. As discussed in Chapter II, this was conducted to overcome this. Therefore, the researcher conducted a study under the title “Politeness Strategies Used by Makassar-Bugis Lecturers in English Language Teaching”.

1. **Problem Statement and Research Question**

Based on the background described earlier, the lack of politeness studies on how an ethnic Bugis-Makassar lecturer of ELT interacting with their students is still restricted. Therefore, this research investigates the politeness strategy used in EFL teaching and learning process as it related to Bugis and Makassar. The research questions are formulated into two questions to know the result of this research, they are:

1. How are politeness strategies used by Makassar-Bugis lecturers in ELT classroom?
2. How do Makassar and Bugis lecturers of ELT interact to the students in EFL classroom in the view of Bugis-Makassar ethnic group related to politeness strategy?
3. What are the factors influence politeness of lecturers’ in the language teaching?
4. **Objective**

Based on the research questions and problem statement above, the research is intended to give descriptive account of:

1. Politeness strategies used by Makassar and Bugis lecturers in the EFL classroom.
2. The interaction patterns of Makassar and Bugis lecturers with their students in EFL classroom.
3. Influencing factors of lecturers’ politeness strategies in EFL classroom.
4. **Significances**

A few researches were conducted on politeness strategies related to the Bugis-Makassar culture. The findings of the research have contribution to enrich the researches on politeness studies regarding the lecturers’ politeness in ELT in the view of Bugis-Makassar ethnic group. In result, the findings of the research are able to enhance the awareness of lecturers and teachers of Bugis-Makassar ethnic to maintain politeness speech in the teaching and learning process.

1. **Scope of the Research**

The scope of this research is divided into three different aspects which is explained in the following line below.

By discipline, politeness is discussed in the pragmatics field. This research is under applied pragmatics which dealing with the lecturers’ politeness in the classroom.

By content, this research emphasizes politeness theories from some experts: Brown & Lavinson (1987), Lakoff (1973), Leech (1983), and Watts (2003) related to the politeness in view of Bugis and Makassar ethnic group on the speech strategy and factors influenced on the lecturers’ politeness strategy relates to their ethnic.

By activity, this research obtained interview and classroom observation data in order to describe verbal interaction pattern between lecturers and students. It focuses on the politeness strategies used by lecturers in interacting with students of ELT at English Department of Universitas Negeri Makassar (UNM) and Muhammadiyah University (UNISMUH).