# CHAPTER I

# INTRODUCTION

This chapter presents the background of the study that describes why the writer intends to conduct the study. The researcher presents the background of the study, the research question, the study's objectives, the scope of limitation, and the definition of terms.

## The Background of the Study

Face Threatening Acts (FTA) is one of the most popular issues in teacher conversations in the classroom. The primary purpose of using FTA is to ensure that students are in control of their behavior (Sapoetra, 2021). However, teacher talk plays a major role in classroom teaching and learning and is an important part of classroom instruction (Dörnyei & Murphey, 2003; Bishop & Glynn, 1999; Brown, 2007) as cited in (Agustina, 2016). According to I. Chen (2017) in a classroom setting, the teacher, is more powerful in some respects than the student. In addition, according to Culpeper (2005), the degree of face threat depends on social strength, social distance, and coercion variables. Face-threatening acts are considered a linguistic product of contact, determined in various ways by the social circumstances in which they occur, and are considered a natural product of present interactions (Hutabarat, 2019). Threatening acts are acts that in some way threaten the 'face' or self-image of others (Brown & Levinson, 1987). In addition, according to Iswara & Saleh (2017) face-threatening acts can be defined as acts or words that threaten positive or negative faces.. Some people think that all communicative actions are potentially threatening. There is the potential to threaten 'face' with every act of communication (Hutabarat, 2019). Whether the act is really a threat depends not so much on the words spoken but on the listener's perception. Thus, in classroom learning, the teacher must pay attention to his speech or actions.

Nevertheless, the effectiveness of teacher teaching and student learning outcomes are the main concerns discussed in classroom-oriented research. The classroom atmosphere is sometimes contradictory or even not always supportive (I. Chen, 2017). Since the mid-1960s, researchers have suspected that anxiety hinders foreign language learning. In addition, although most experienced language teachers admit that anxiety is not a positive element for successful learning in the teaching process, some still believe that unpleasant student behavior in the classroom needs to be prohibited by using certain verbal threats. Moreover, this situation can lead to disputes between teachers and students; Various teachers argue for conflicting beliefs about whether teachers should use threatening acts in the classroom or not. This can be seen through the language used by the teacher in the classroom. Some teachers tend to use FTA, which causes students to feel uncomfortable, tense and worried (Pomerantz 1984, Beebe & Cummings 1985, Chen, 2006) as cited in (I. Chen, 2017). Therefore, in this study, we want to see how teacher attitudes affect students' perceptions of these behaviors.

It does not stop there. The effect of many studies on various speech acts, such as apologies, requests, complaints, and disapproval of various factors on the choice of speaker strategy is of major concern (M. Chen & Lin, 2006). As suggested by Graham (2007), recent studies in politeness theory have refined Brown and Levinson' framework over a wider range of circumstances to allow. Thus, examining the FTA of the EFL classroom can gain insight into English teaching behavior from a pragmatic perspective and not only researchers but also English teachers (Bouchard, 2011).

Much work on Face threatening acts t has been done in EFL classroom interaction; some research relevant to this research include (Agustina, 2016; I. Chen, 2017; Hutabarat, 2019; Iman, W., & Subramaniam, 2015; Jasim Betti & Salah Slman Mohammed Jasim Betti, 2020; Rahayuningsih et al., 2020; Roberts, 1991; Sapoetra, 2021). These studies have been conducted to examine Face threatening acts in EFL classrooms.

From the above work, it is clear that there are very few studies discussing Face threatening acts in EFL classrooms from the teacher's perspective. Thus, the purpose of this study is to determine the types of Face Threatening Acts performed and to examine the factors affecting on the use of Face Threatening Acts by the teacher in EFL classroom interaction.

## Reseach Question

Based on the background of this research, the following questions are posed :

1. What types of face threatening acts used by teacher in EFL Classroom?
2. What affecting factors in the use of face-threatening acts by teacher in EFL classroom?

## The Objectives of the Study

Based on the background of study above, the writer formulates the research question that is:

1. To find out the types of Face Threatening Acts that performed by teacher in EFL classroom.
2. To examine the affecting factors the use of Face Threatening Acts by teacher in EFL classroom.

## Significances of the Study

There are three types of the significance of this research. Those are theoretically, practically and Professionally. The descriptions of each, namely:

1. Theoretically, this research is expected to provide further information or knowledge for research programs about acts that threaten the face of readers, especially in acts that threaten faces in classroom.
2. Practically, this research is expected to be useful for readers in recognizing potentially face-threatening acts in the EFL classroom. In addition, this research can be a reference for future authors who wish to conduct similar research.
3. Professionally, this research can also be used as additional knowledge in conducting further research on types of face threatening acts.

## Scope of Limitation

The scope of this research is focused on four types of face-threatening acts according to Brown and Levinson's theory. In addition, this type of Face-Threatening Acts is carried out in the teacher's utterance during classroom interactions. Then, this study was conducted to determine the factors that influence the use of face-threatening acts by teachers during classroom interactions. Aspects that are seen are teacher qualifications and teacher utterance. The subject of this study was limited to one teacher and one class of eleventh grade at SMPN Garut, West Java. This study uses a formal situation setting where the actual teaching and learning process of English is taking place.

## Definition of Terms

There are terms that need to be clarified in order to avoid misunderstanding and misinterpretation, here are the essential terms as follows:

* + - 1. Face is something that is emotionally invested and that it can be lost, maintained, or enhanced and must be constantly attended to in an interaction (Brown & Levinson, 1987).
			2. Face-threatening acts are acts that violate the listener's need to maintain self-image, and their need to be respected (Brown & Levinson, 1987)