

## LECTURER'S POLITENESS IN TEACHING LEARNING INTERACTION

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### **ABSTRACT**

*This study analyzes politeness used by lecturers during the learning process takes place. It was found that teachers apply the principles of politeness and politeness strategies in managing the classroom. The goal is to preserve the image of students and to get cooperation from the students. Politeness is the best expression of the practical application of good manners, and also the way to show appreciation from one person to another, but it is difficult to study because it does not involve the understanding, but also sociocultural values of the society. This is a study of lecturers' politeness strategies in the interaction of teaching and learning in the Faculty of Teacher Training and Education, PGRI Mahadewa University*

**Keywords:** *Politeness, Politeness Principle, Politeness Strategies*

### **INTRODUCTION**

Language politeness has an important role in fostering the positive character of the speaker, as well as showing national identity. Language politeness has shown a very rapid development along with the strong desire of language speakers to achieve effective communication goals, which avoid misunderstandings and disconnections. Each speech participant must look at, maintain and even uphold their respective self-image, which is reflected through facial glorification efforts. To achieve this, there are principle that all participants must follow, established in the Rules of Engagement. Grice sees cooperation as a key part of communication. Considering both rationality and cooperation, Grice argued that recognition of need is governed by a cooperative principle, maxim quality, quantity, and manner (Mey, 2009).

However, in reality, the speech participants can make impositions which in the end will cause disharmony in communication. Impositions like that are not impossible even seen as a form of violation of cooperative principles in communication. Through questions the lecturer allows students to actively

participate in teaching and learning activities, to provide students with using their language politeness in class.

According to (Leech, 2014), there are eight characteristics of politeness. A first point is that politeness is not obligatory. A Second point of politeness is that there are varying gradations of polite and impolite behaviour. Third, notice, further, that there is often a sense what is normal, recognized by member of society, as to how polite to be for a particular occasion. Fourth, how far politeness will occur, or whether it will occur at all, depends on situation. Fifth, there is a reciprocal asymmetry in polite behaviour between two parties. Sixth, aspect of politeness is that it can manifest itself in repetitive behaviour, which is to a lesser or greater degree ritualized. Seventh, it is fairly central to politeness that it involves the passing of some kind of transaction of value between the speaker and the other party. An Eighth characteristic of politeness is its tendency to preserve a balance of value between the participants A and B.

The politeness model he developed was accepted validly and universally in various cultures. In general, the basic idea is that there is an effort or desire to understand that the involvement of people in a language interaction should always be based on the satisfaction of fulfilling their desires. In a conversation, a person needs to be solid or polite, namely attitudes related to efforts to make adjustments to the use of words or expressions according to the situation. The adjustment is attempted to maintain a person's image in the eyes of the public. Speech acts in learning in the classroom are represented in the form of direct speech strategies, namely strategies to speak frankly without further ado.

The strategy is realized by: (a) complete imperatives, and (b) greeting words brother, you, sir, mother, and ma'am which creates close social distance between the speech participants in the context of learning interactions in the classroom to have a low level of threatening effect and power. which is low, and (c) the modality of try, beg, and please, gives the effect of softening the illocutionary power so that the speaker feels polite. In speech act theory, indirect speech consists of speaking in positive politeness, speaking in negative politeness,

and vaguely speaking. In this study, two indirect speech substrates were found, namely positive politeness and negative politeness.

A similar research was conducted by Ajmadewi, Arnawa, & Liswahyuningsih, 2021 entitled "*Tindak Tutur Direktif Guru dalam Pembelajaran Bahasa Indonesia secara Virtual di SMK Pariwisata Harapan Denpasar*" The purpose of this study is to describe the type of directive speech teacher and speech teacher in virtual Indonesian language learning. This study uses the main data provided by the virtual teaching and learning process data, reports and evaluations. In addition, secondary data from books on the discussion was also used. The results of the research are of the speech used by teachers is direct speech and the teacher's speech includes commands, requests, invitations, instructions, warnings, instructions and permissions.

The research entitled "Application of Language Politeness in Learning Activities at School" explained that politeness is a human culture in all countries, so it must be taught and maintained in society. Good speech should be used in all aspects of life. An important area for the use of language practice is teaching and learning in schools. This study was conducted in a secondary school in the city of Lahore. Scientists have discovered that it is very important to use all good things in education. This is important because teaching and learning is the foundation for instilling good values from teacher to student, student to teacher, and student to student. For this reason, teaching and learning or methods must be able to be done ethically through the language used. The behavior of speaking in teaching and learning will affect the child's perception of the teacher, the teacher of the student, and the student (Alief & Nashruddin, 2022).

Unlike similar studies above, this study examined how teachers interact with students, including supervision from the beginning of the course to the end of the discipline, teaching, motivation, assessment and management. of style. In the General English class, students try to use language to manage emotions in effective communication. The goal of morality is to make each party comfortable and at ease with each other, which aims to bring shame to the chosen group. It is a challenge for teachers to think about how to guide students to complete the work

effectively and efficiently. They must consider not only their language, but also the students and other language learning factors. Language teaching can be effective and efficient if teachers can adjust the role using strategies and principles of good behavior.

## **METHODOLOGY**

This research is research with a qualitative descriptive design. In this study data were collected by using the observation method. According to Bogdan and Biklen 2006 (in Sugiyono, 2013) qualitative research is carried out by analyzing data based on natural data obtained in the field repeatedly with the results of the data collected in the form of words or pictures and more emphasis on the meaning of the data behind the data studied in depth.

According Punch (in Pakpahan, et all, 2021), the observation method is a method of collecting data. Observation is a deliberate, active and selective way of observing and listening to interactions or events. The observation method is a method used by researchers to collect data by conducting direct and systematic observations, in which the data obtained in the observations are recorded in an observation note.

The researcher also participates directly in the conversation that occurs. This technique is intended for the researcher to tap language politeness behavior in teaching and learning interactions without being involved in the speech event. So, researchers are only observers. This technique is used on the premise that language behavior can only be truly understood if the language event takes place in an actual situation and is in a complete context. In its application, in addition to observation, recording techniques are also carried out.

The data in this study are taken from teaching and learning interactions between lecturers and students in the classroom. The data collection technique used in this study was participant observation/direct observation. In this case, the researcher observed the activities of lecturers and students in class.

## **FINDINGS**

The data used in this study are conversations that occur during the teaching and learning process and interactions between lecturers and students which are classified as politeness. In this discussion, lecturer's politeness will be analyzed from the control of speech acts in the classroom, such as greetings, academic instructions, motivation, evaluation and class management.

### **Regards**

In starting the lecture, of course, a lecturer greets and students respond to the greeting.

- (1) Lecturer : Good morning, all!  
Students : Good morning sir!
- (2) Lecturer : How are you today? Everybody's fine?
- (3) Students : Fine, thank you, and you?  
Lecturer : Me too, thank you.

In sentence (1), the lecturer uses the word all to show greetings to students, the lecturer does not directly use the word students. This greeting occurs naturally when the lecturer comes to class, one of the students greets the lecturer and the lecturer responds to the greeting with a smile in a sentence (2). This sentence shows the lecturer's appreciation for students by using code mixing so that students are not confused about what they should answer and also reduces the social distance between lecturers and students. The type of greeting most often used by lecturers in English class is How are you, is everything okay today?. To express politeness in language, students respond to greetings from lecturers such as sentences (3) Fine, thank you, and you? and the lecturer replied to the statement with the sentence me too, thank you.

### **Academic Instructions**

In teaching and learning interactions, several academic instructions are usually carried out by lecturers. Examples of the lecturer's academic instructions according to the data obtained are as follows.

- (1) May I begin the lesson?
- (2) Does anybody know, what picture is it
- (3) And no 2 what picture is it?
- (4) Does anybody know the job of policeman?
- (5) Alright, today we are going to learn about my idea.
- (6) Do you know what the teacher to do?
- (7) Please write on your note book!

This instruction refers to the lecturer's academic presentation, answering students' academic questions and providing supportive and corrective feedback. Based on the sentence above, it consists of several politeness strategies. Sentence (1) shows positive politeness strategies. Lecturers use a variety of positive politeness strategies to get students' cooperation and try to make social contacts where they will interact with lecturers. By asking for the student's agreement, a lecturer gets the students' attention directly. Sentences (1) to (4) appear in the form of question sentences. This is a direct speech strategy. In each strategy, illocutionary acts are clearly expressed and also appear in sentences (7). Sentence (6) shows negative politeness strategies. Negative politeness is oriented to the listener's negative face that appeals to his wishes and will not be hampered or become a burden on the listener.

### **Motivation**

Motivation is a type of encouragement or movement of a person to take action or work towards achieving a desired goal. The teacher's responsibility to support students in the learning process is to encourage students to learn through the use of technology that can support their interest in learning. (Hanafi, Adu, & Muzakkir, 2018).

In teaching and learning interactions in the classroom, a lecturer must be able to motivate students. As for the example of motivation carried out by a lecturer according to the data that the researcher got.

- (1) Do you forget to say something?
- (2) Adit, don't you have a partner yet?

(3) Rama, do you want to add?

Motivation refers to various illocutionary acts aimed at making students more active such as their participation, academic questions, and the initiative to provide feedback. In sentence (1), the lecturer uses an off-record strategy to motivate students to use politeness when making offers. Lecturers want to maintain a positive face toward students and cultivate good habits when they say something to others. For example, permission to go to the toilet, students are better off saying may I go to the toilet. In sentences (2) and (3), the lecturer also wants students not to be embarrassed by not saying directly that the student needs to move to find group friends. Sentences (2) and (3) also contain illocutionary acts, the lecturer does not only ask but to do something more and is intended to ask Adit to find group friends. In sentences (1), (2), and (3), the lecturer uses question sentences to make requests more politely.

### **Evaluation**

According to Mohrens (in Kusmiyati, 2022), evaluation is the process of removing and supplementing information to determine alternatives. Evaluation can include the meaning of testing and measuring, or it can mean both. The results of the assessment can inform professional decisions.

In the teaching and learning process, of course, a lecturer performs several evaluations. In this study, there were several evaluations carried out by lecturers.

- (1) Right, but next time, if you want to answer the question, please raise your hand, ok, Rama!)
- (2) Good Abe
- (3) Nice, Indri! Teacher is a profession which is to teach people to be clever.

Evaluation refers to positive and negative feedback from lecturers which is of course very important for students. This can increase or decrease student motivation. Then, politeness in evaluation is very important in learning and teaching. Sentence (1) uses positive politeness strategies. This strategy is a direct politeness strategy about student performance that is not good, thus maintaining good student habits. This sentence is an agreement maxim. Sentences (2) and (3)

are compliments given by the lecturer and show positive politeness and show the maxim of praise (approbation maxim).

### **Classroom Management**

Doyle (in Emmer & Sabornie, 2014) noted that classroom management is often equated with classroom discipline, which refers to misbehavior, but the concept is broader and there are many activities with teachers to obtain and enhance student participation. Sequences such as planning, organizing, routine, organizing activities, supervising students, etc.

Effective management is a key factor contributing to a positive classroom environment. Classroom management is concerned not just with discipline and student behaviour, but, in a wider sense, can be considered by a means by which the broader purposes of classroom life can be achieved (Hue & Li, 2008).

Classroom management is an activity carried out by lecturers in their own class in managing their learning to be directed, planned, and well packaged so as to produce quality students. There are several speech acts of lecturers in managing the class, which are as follows.

- (1) I will continue or you stay noisy?
- (2) You will know when everybody is sitting and listen me carefully.
- (3) Wait a moment, after I finish to explain this.
- (4) Indri and Wida, please sit down!
- (5) It has been 7 minutes!
- (6) If your friend is presenting, the others listen carefully!

Classroom management refers to instructions, directives (orders, requests, and questions), procedural instructions, and directions. Sentence (1) indicates that the strategy used is an indirect strategy. Lecturers use indirect strategies to ask students to be serious and ready to hear what he has to say.

Sentence (2) shows that the lecturer maintains student discipline and at the same time he still saves their faces to give a good image to students so that they are not afraid of him. In sentence 3, indirect speech acts are used which indicate that the teacher does not directly say that students are not allowed to go to the



toilet but instead he uses an indirect strategy by asking them to wait and sit down. Here again, a lecturer wants to minimize students' language behavior that can threaten the honor of others (FTA). In sentences 4-6, the lecturer uses a direct strategy by instructing students to quickly follow the class rules and the purpose of the teacher using this is to gain the understanding and cooperation of all students.

From data analysis and classroom observation, it shows that lecturers use politeness strategies in teaching in different strategies in different speech acts: greeting, academic instruction, motivation, evaluation, and class management.

### **In Speech Act**

Based on observations the lecturer uses positive politeness strategies because he wants to reduce social distance between himself and students and also build harmonious relationships with students.

### **In Action Academic Instruction**

Lecturers use several positive politeness strategies. In the teaching process, lecturers try to give students the most freedom possible to act in class. He wants students to be the center of learning (student center learning) rather than giving orders and lecturer responses using polite questions. He also uses bald-on-record to give assignments to students because he wants to make his statements clear and understood by all students.

### **In Action Motivation**

Positive and negative politeness is used to make students more actively participate in the teaching and learning process. He also considers the wishes of students to be approved. Off-record strategy is used to minimize student FTA.

### **In Action Evaluation**

Lecturers use positive strategies. Lecturers make great efforts to encourage students by providing statements of approval and agreement, which will contribute to students' interest in learning and being active. He also uses bald-on-record to give assignments to students because he wants to make his statements clear and understandable to students.

### **In Management Action**

The lecturer uses indirect speech acts in this action because of the time limit to end the lecture and to get cooperation as soon as possible and also to minimize the students' FTA.

### **CONCLUSION**

Politeness in teaching and learning interactions in the classroom used by lecturers has not been achieved properly. The use of politeness by lecturers in the classroom reduces anxiety in language and inhibits learning a new language. In this case, it is easier to get the cooperation of students so that the objectives of effective teaching and learning will be achieved successfully. The lecturers in the class must be polite when present and teach their students to make them enjoy the learning process from every theory and knowledge given by the lecturer. Lecturers apply politeness strategies (positive, negative, off-record strategy, and bald-on-record) and politeness principles in the teaching and learning process. Politeness strategies occur in speech acts in class, such as greetings, academic instruction, motivation, evaluation, and class management. Politeness can foster a sense of mutual understanding and harmonious relationship between lecturers and students, also improve the quality of learning and teaching, and benefit students.

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