Male and Female Lecturers' Politeness Strategies in Academic Interaction

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ABSTRACT: The aim of this research was to identify the types of politeness strategies used by male and female lecturer during the classroom interaction, and to find out the target achieve by the male and female lecturer in using politeness strategy. The researcher has chosen four English lecturer (two male and two female) at Universitas Muhammadiyah Makassar. The researcher joined in the class and recorded the activities when lecturer was teaching. The researcher applied descriptive qualitative method to analyze the data, by doing data reduction, data display and conclusion. The researcher used the theory of politeness strategy by Brown and Lavinson (1987) which consists of positive politeness, negative politeness, bald on record and off record. The result of the research showed that the male and female lecturer used four politeness strategy, namely of positive politeness occurred in seventy-one politeness, negative politeness occurred in thirty politeness, bald on record occurred in six politeness and off record occurred thirty-five politeness. Then there were one hundred forty-two politeness strategies occurred in classroom interaction. Furthermore, the results of the research showed that the target achieve by the male and female lecturer was by doing some activity such as "come to the students' desk and call their name one by one" those activity can create cooperative interactions between lecturers and students, help students to have positive feelings towards lessons, motivate them to participate actively in class and also shapes the character and self-development of students to the material that had been prepared.

KEYWORDS: politeness strategy, male, female lecturer, classroom interaction.

I. INTRODUCTION

Classroom interaction is essential in language teaching and learning in giving learners opportunities to receive the input provided by the lecturers in the classroom task in providing the output. Therefore, lecturers need to be aware of to what extent their classroom practices facilitate language learning in reality.

One of the strategies in EFL class is the use of politeness strategy. Politeness is described as being aware of and considerate of the appearance of another person Yule (1996) Politeness also includes the use of words in oral and written communication. It is about people attitudes and how influence it . Manik & Hutagaol (2015) is a book about dealing with people of varied social standing, authority, and contexts. Additionally, politeness is critical to investigate as it is used by people in their social interactions and in the specific contexts, knowing what to say, how to say, when to say and how to be with other people. Besides that, Meranti (2015) states that politeness is a first step to develop positive personal and social attitude. Based on the statement above, politeness is essential to apply in the classroom.

Therefore, several previous researchers have already conducted a politeness strategy in EFL. Andi (2018) the application of politeness strategies among teacher and students in classroom interaction, there were three politeness strategies that as proposed by Brown and Levinson (Bald on record, Positive politeness and Negative politeness). While, Arif et al., (2018) described male and female lecturers' politeness strategies in EFL classroom, the researcher used four types of politeness strategies namely positive politeness, negative politeness, bald on record and off record. Mahmud (2019) investigated the use of politeness strategy in the classroom context by English university students and this result of this research is there were two important strategies emerged namely Positive politeness and Negative politeness.

Muhasibi (2021) despite politeness strategies used by teacher and students on online English teaching learning, the result of this research was dominant by positive politeness strategy. Nugrahanto & Hartono (2020) investigated Politeness Strategies in Lecturer-Students Classroom Interaction at the Biology Class Sanata Dharma University, there were four types was showed in classroom interaction namely positive politeness, negative politeness, bald in record and off record. Sugiyanto (2020).

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II. LITERATURE REVIEW
A. Pragmatics
Pragmatics is concerned with the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). Yule (1996: 4) asserts that pragmatic is the study of the relationship between linguistic forms and the users of those forms. This study concerned with four areas those are speaker meaning, contextual meaning, the expression of relative distance, and the investigation of what is communicated, it means how far listener recognized unsaid message through what is communicated by the speaker. Pragmatics, as the study of the way humans use their language in communication, bases itself on a study of those premises and determines how they affect, and factualize, human language use. Hence, pragmatics studies the use of language in human communication as determined by condition of society Mey (2004)

B. Politeness
According to Lakoff as cited in Leech (2014) stated that politeness as "a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange". Cahyanti (2019) politeness allows people to perform many interpersonally sensitive actions in a nonthreatening or less threatening manner. There are also definition from Brown and Levinson and Watt. Brown and Levinson as cited in Kecskes (2011), politeness is largely focused around the notion of mitigation of face threat, and whilst politeness is clearly used to avoid threatening others' face, it is clear that politeness has many different functions.

C. Politeness Strategies
The theory is proposed by Brown & Levison (1987) used "face" to show awareness of another person's public self-image. The researcher is interested in using this strategy because considering the face of someone is important in social interaction. Through FTA (face-threatening act) S (speaker) can understand H (hearer)'s face to avoid face-threatening in social interaction. Face refers to the public self-image that every member wants to claim for himself, consisting in two related aspects: (a) "Negative face: the basic claim to territories, personal preserves, rights to non-distraction i.e to freedom action and freedom imposition." (b) "Positive face: the positive consistent self-image or 'personality' (crucially including the desire that this self-image is appreciated and approved of) claimed by interactants." They are four politeness strategies based on theory Brown & Levison (1987) positive politeness, negative politeness, bald on record, and off-record strategy. Astuti (2020).

D. Types of Politeness Strategy
The types of politeness strategy that is proposed by Brown and Lavinson are positive politeness, negative politeness, off record, bald on record and Don't do the face-threatening act.

Positive Politeness
Positive politeness is oriented to enhance the positive face of the hearer. A positive face is referred to the situation when H (hearer) wants to appreciate and be accepted by S (speaker). Brown & Levison (1987) divided the politeness strategy into 14 strategies. They are:
Strategy 1: Notice, attend to Hearer (his or her interest, wants, needs, goods)".
Strategy 2: "Exaggerate (interest, approval, sympathy with Hearer)"
Strategy 3: "intensify interest to Hearer (H)"
Strategy 4: "use in-group identity markers (addressed forms, dialect, jargon or slang)".
Strategy 5: "seek agreement (safe topics, repetition)"
Strategy 6: "Avoid disagreement"
Strategy 7: "presuppose/raise/assert common ground"
Strategy 8: "joke"
Strategy 9: "Assert S's knowledge of H's wants and willingness to the one's own wants in with them".
Strategy 10: "offer, promise"
Strategy 11: "be optimistic"
Strategy 12: "include both S and H in the activity"
Strategy 13: "give or ask for reason"
Strategy 14: "assume or assert reciprocity"
Strategy 15: "give gifts to H (sympathy, understanding, cooperation)"

Negative Politeness
This strategy is used towards H (hearer) negative face, where negative face is feeling to have freedom of action and freedom from the imposition in the social interaction. Brown & Levison (1987) classified negative politeness strategy into 10 strategies there are:
Strategy 1: "be conventionally indirect"
Strategy 2: "question, Hedge"

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Strategy 3: be pessimistic.
Strategy 4: "minimize the imposition"
Strategy 5: "give deference"
Strategy 6: "Apologize".
Strategy 7: "impersonalize Sand H"
Strategy 8: "State the FTA as a general rule"
Strategy 9: "Nominalize"
Strategy 10: "Go on record as incurring a debt, or as not indebting H"

Bald on Record

Bald on record strategy, is occurred when S ignored to minimize threats to the hearer's face. Based on Brown & Levison (1987) there are two kinds of bald on record usage.
 Non-minimization of the face threat
Strategy 1: "Maximum efficiency"
Strategy 2: "Metaphorical urgency for emphasis"
Strategy 3: "Metaphorical urgency for high valuation of hearer's friendship".
Strategy 4: "case of channel noise"
Strategy 5: "task oriented / paradigmatic from of instruction"
Strategy 6: "power different between S and H (S is higher)"
Strategy 7: "sympathetic advice or warnings"
Strategy 8: "permission that H has requested"

FTA-oriented bald on record usage S utterances is directly but also S still consider the face of hearer.
Strategy 1: "Welcoming"
Strategy 2: "farewell"
Strategy 3: "offers"

Off Record

S doing off record to express the feeling and purpose by using indirect language such as gave a clue, hints that H need to interpret the language. There are 15 strategies off record according to Brown & Levison (1987):
Strategy 1: "Give hints"
Strategy 2: "Give association clues"
Strategy 3: "Presuppose"
Strategy 4: "Understate"
Strategy 5: "Overstate"
Strategy 6: "Use Tautologies"
Strategy 7: "Use Contradiction"
Strategy 8: "Be Ironic"
Strategy 9: "Use Metaphor"
Strategy 10: "Use Rhetorical Question"
Strategy 11: "Be Ambiguous"
Strategy 12: "Be Vague"
Strategy 12: "Over Generalize"
Strategy 3: "Be Incomplete, Use Ellipses"

Gender and Age

Gender is cultural concept that refers to characteristic that distinguish between male ad female both biologically, behavior, mentality, and sociocultural. Male and female are sexuality different. But its role in community can be aligned with certain limitations. The concept of birth as male or as women (sex) are different from the concept of gender, but the concept of gender is often used overlap. Elliott et al. (2000: 146) clarify: "Gender refers to psychosocial aspects of maleness and femaleness, whereas sex referring to biological maleness and femaleness ".So, it is clear that gender is a psychosocial aspect of manhood (virility) and femininity (femininity), whereas sex is biologically male and female.

III.METHOD

The descriptive qualitative design was applied in this research. There were four lecturers (two female and two male lecturers), In collecting the data, the researcher observed and recorded the teaching and learning process. Saifuddin (2013) After that, the researcher was transcribing the data about the use of politeness strategies in the classroom interaction. In analyzing the data, the researcher was used Politeness Strategies according to Brown and Lavinson (1987).

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IV. RESULT AND DISCUSSION

A. Types of Politeness Strategies Using by Male and Female Lecturers

From the data analysis, the researcher found that four types of politeness strategies used by the male and female lecturer in the classroom interaction. They were a, positive politeness strategy, negative politeness strategy, bald on-record strategy and off-record strategy. The details finding are presented below:

B. Positive Politeness Strategy

7.1.1.1 strategy 1: notice, attend to hearer (his interest wants, need goods). This strategy refers to any kind of utterances that produced by the speaker which notice the hearer wants, need, changing and condition. By this strategy the lecturer was saying "how is your life" before the lecturer begin the class with students. The lecturer tried to make a positive face of the students by asking their condition first. The lecturer hopes the students feeling good to face the material. And saying "did you enjoy" and "siapa lagi yang bisa. Coba ada yang bersedia untuk membaca" in the middle of learning process to check the condition of the students either they were enjoyed with the material or not and either the students' interest with the material or not.

7.1.1.2 Strategy 4: use in group identify markers. This strategy was used to keep a positive face by saying by saying identity markers such as darling, bro, guys, luv, bebh, etc. example "how do you dek, ada semua mi temanta join dek, understand dek?" the lecturer used dek to minimize the threat face of the students because the lecturer wants the students feel comfortable to speak with the lecturer.

7.1.1.3 Strategy 8: joke (joking is a technique for making the hearer feels relaxed and making them having enjoyment), this strategy was used by the lecturer by saying "Yang dikatakan bergetar bukan hati kiat yang bergetar jangan sampai ketemu cowok langsung bergetar and Ini ada o nya tapi tidak sampai monyongji mulutta sama kayak lets go (lecturer while pouting his lips" by those utterances the lecturer tried to apply a joke in the teaching process in order the students didn't wrought-up for teaching class and feel enjoyable.

7.1.1.4 Strategy 12: "include the speaker and hearer in the activity". The use of we and let's are the example of the strategy where speaker put her/his self in the conversation which can shorten the distance. The lecturer was used "let's continue and mari kita mulai saja" in this condition the lecturer wants the students will prepare to start the class.

7.1.1.5 Strategy 13: "give for ask for a reason" This strategy refers to hearer's reflexivity. for a learning process the lecturer had explained little by little the material but while continue the material the lecturer always give question to the students and the students reflexed answer the question was giving by the lecturer, those utterance was used by the lecturer were "can you tell me? Are you ready? What did you find? etc. The lecturer tried to provoked the students about the understanding of the material.

7.1.1.6 Strategy 15: "give gift to hearer (goods, sympathy, understanding, cooperation)". This strategy refers to showing care, understanding, admiring and listening to the hearer. By this strategy the lecturer always gave praising to the students by saying " good, yah you are right, betul, yes very good, that's right, give applause to yourself, bagus semua yah pronouncciationnya, oke thank you aqidatul izzah" Those utterances was praising and admiring from the lecturer for the students. Haironi (2016).

C. Negative Politeness Strategy

7.1.2.1 strategy 2: "apologize" This strategy occurred when speaker want to say something but before the sentence there is a forgiveness sentence that is uttered by speaker to give an understanding to the student about something. The lecturer was saying sorry before say something else "I am sorry".

7.1.2.2 strategy 6: "question, hedge." This strategy happened when the lecturer tried to give a question to the students understanding. The lecturer was used "what else", "which one is call speech organs, " How do you say your speech organ above your tongue, "What is the different about alphabets and sounds?, ect. Those utterances from the male and female occurred in the table above

7.1.3 Bald on Record Strategy

7.1.3.1 strategy 1 "welcoming"

7.1.3.2 strategy 2 "farewell"

7.1.3.3 strategy 3 "offers"

Those the utterances were produced by the lecturer. "Bismillah, assalamu alaikum warahmatullahi wabarakatu ,"See you next week yah", assalamu alaikum warahmatullahi wabarakatu, "Oke kelas, assalamu alaikum warahmatullahi wabarakatu",I think enough for today . thank you", assalamu alaikum warahmatullahi wabarakatu and Baiklah adik-adik time is over. Those utterances were used by the male and female lecturer showed the welcoming feeling to the students and also it was used when the male and female taking leave to the students. "Please stay focus! was used as offers when the lecturer request may be imposing the negative face of the students.

D. Off Record Strategy

7.1.4.1 strategy 1 "give hint" this strategy "one of the off record strategies which is used by the speaker to state some desired acts of the speaker to be done by addressee by giving hints. The speaker hopes that the addressee knows what he means, what the

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speaker means." This strategy is used by the speaker to implicit information to the hearer. The information may be a "demand" or "request" from the speaker to the hearer to do something. Those utterances occurred in observation class such as "come on", ok stand up", "once again", "louded", "ok next", "ok sit down", "be confident class", "tunggu dek nah", "mention your name".

7.1.4.2 Strategy 10 "Use Rhetorical Question"The lecturer has to tell the students for many times, but the students still does not understand what the lecturer means. The lecturer produced "No it similar. Apa kita perhatikan tadi nak habismi suaranya mam kodonk".

E. The Male and Female Achieve the Target by Using Politeness Strategy

To answer the second research question, the researcher had conducted direct research to see how male and female lecturers achieve the target by using politeness strategy. From the direct observation result to achieve the target so the male and female lecturer have carried out an activity where it will stimulate or provoke students to be active in the learning and teaching process in class. Male and female lecturers will come to their students one by one at their desks or call their names one by one. By doing this (calling or coming to the students' desk) it can be categorized as a politeness strategy where the indication is that the lecturer is trying to ask his students whether the material is clear enough or not. In this way, the learning target will be indirectly achieved using politeness strategy. this is evidenced by the theory of Brown & Levison (1987).

This part deals with the interpretation of findings where it explored and elaborated. It is about the lecturer's politeness strategy in classroom interaction and how to achieve the targets in using politeness strategy in classroom interaction at Universitas Muhammadiyah Makassar. This part links the data found with the theories and previous related studies. The types of politeness strategies were gained after the researcher conduct classroom observation in offline and online class.

The classroom observation had been conducted for four meetings from two male and two female lecturers in Universitas Muhammadiyah Makassar, three of them were teaching in English class and one of them was teaching in biology class, and it was successful to find out politeness strategies used by the male and female lecturers in classroom interaction. The classroom observation was conducted during the teaching and learning process. The observation was doing to investigate about how the targets achieve from the male and female lecturers. Suryono (2017)

The lecturer's politeness strategies were identified through their utterances in classroom interaction. It had been performed earlier in observation checklist when the lecturers conducted teaching process. Based on the observation result, the researcher found that the lecturers used four politeness strategies in 143 utterances. and by the classroom observation the lecturer had identified the target achieve from the lecturers with paying attention to how the lecturer approaches his/her students during the learning process.

V. CONCLUSIONS

The type of politeness strategies used in the teaching and learning process based on the analysis are four types. They are seventy-one positive politeness, thirty negative politeness, seven bald on record politeness and thirty-five off the record politeness. From the data above there were twenty-nine analyzed politeness strategies from male lecturers. The lecturer was used four types of politeness strategies. They are thirty-one positive politeness, two negative politeness, three bald on record and three off the record. Then, there were one hundred and fourteen analyzed politeness strategies from female lecturer. The lecturers used four types of politeness strategies. They are forty positive politeness, twenty-eight negative politeness, four bald on record and thirty-two off the record. Those utterances were occurred when the speaker and the listener have interaction or conversation or the lecturer do the teaching and learning process in the classroom.

Male and female has little differences in using politeness strategies. The both lecturers have same level in using politeness strategies but different ways and different the choice of words. Male lecturer showed his care or express politeness verbally while female lecturer showed it nonverbally.

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