



Politeness Strategy Used by Lecturer in Teaching Process

Tsamratul'aeni

tsamratulaeni3@gmail.com

Cokroaminoto Palopo University

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Abstract

This research aims to find out the politeness strategy that used by lecturer in teaching process in English Class. This research used descriptive qualitative method. The population of this research is the lecturers of English Language Education Study Program. In determining the samples, the researcher used random sampling technique. Total number of sample is 3 lecturers and used observation to collect the data. The result of this study shows: (1) There are four kind of politeness strategies that commonly used by lecturers in teaching process. Such as bald on record, positive politeness, negative politeness and off record (2) The politeness strategy that commonly used by lecturers is positive politeness.

Keywords: Teaching Process, Politeness, Strategy

Introduction

Spoken language is more effective because it can express directly and easily to the hearer in Human daily interaction. Through language, people can understand what other people want and think. From the explanation above it means that language is very important to connecting people in communication.

Communication is a process that allows people to exchange several information. Communication can be done in oral or written form. Basically, all people need to have communication with each other to convey what they want to achieve, whether in informal or formal situations. Communications among people are possible because some knowledge is shared with others, although how it is shared (or even how it is acquired) is not well understood. When the one speaks, he must constantly make choices of many different kinds: what he wants to say, how he wants to say it, and the specific sentence types, words, and sounds that best unite the 'what' and the 'how'. Fiske (1990: 1), said that communication is one of human necessary that avowed by everyone. Communication as a social interaction through messages in it is own way.

In interaction, people have to be aware on people's face in order to consider others feelings or maintaining a relationship with others. According to Yule (1996: 60), "technically, face means the pride of someone". Therefore, it refers to that emotional and social sense of self that everyone has and expects everyone else to recognize. To make a good interaction people need to use politeness in their interaction. Politeness has a big role to create good relationship. It shows us how to keep respect for each other. According to Brown and Levinson (1978: 1) "politeness is a way to avoid threads".

Politeness is a universal and best expressed as the practical application of good manners or etiquette. Politeness applicate in every part of our society. school, office even people in the market aplicate politeness to create and achieve their goal. Especially in college, politeness used by lecturer and student to minimize gap and disinclined. A classroom is a place of the interaction process which happens between lecturer and students. The process must be effective and polite. If the classroom interaction runs well, the knowledge that will be delivered by the lecturer will be received by students well. To get positive feedback lecturer also needs to speak politely in front of the students in order to influence them to speak politely. To create that situation the lecturer used Politeness strategy. Politeness strategy is a way to save the hearer face from FTA. Politeness strategy is very important to investigate. It is used by people in their social interactions and in the specific contexts, its concern with what to say, how to say when to say, and to be with other people (Yule: 1996). However Politeness is needed to achieve and increase student interest in learning.

Learning is process to get and share an information in class. Specificly learning is acquiring knowledge, skills and having them easy to remember so you can make sense of future problems and opportunities. In the learning

process usually, lectures insert polite to handle the class condition, in order to make students easy to understand. Lecturers should be used politeness strategy in the learning process because it will make students enjoy the situation in class. Politeness strategy has some benefits such as like to minimize conflict and makes student as a friend without avoiding the status between them. It helps lecturer solving awkward moment in class. In this case, the politeness strategy used to inform the student about the class situation without making any student losing face.

In the English Language Study Program of Cokroaminoto Palopo University. Lecturers applying politeness strategy in teaching process to handle the class, because, sometimes in the learning process, there are some problems or unpredictable condition like an annoying student, undisciplined student and etc. When the lecturers got the problem like that, they can use the politeness strategy to solve it. However the student will be applicate it when they are in teaching. Based on the explanation above the researcher trying to investigate the kind of politeness at the Palopo Cokroaminoto University. The researcher formulating the objective of the research strategy that used by lecturers in the learning process.

Methods

This research is a descriptive qualitative research. This research describes the kinds of politeness strategy that is used by the lecturer in teaching process. Then, it will be identified which the most is appearing politeness strategy used in teaching process.

Results

Kinds of politeness strategy

A. First observation.

In first observation the researcher found 13 data utterances that is used by lecturers in their teaching process. The detail as below:

Table.1. first observation.

1) Bald on record.

Sample used bald on record in their learning process. They use it as an order to students. It affected by situation. Such as:

“lupa tadi tidak menyuruh siswa untuk mencatatnya. Kemudian menyimpulkan materi.”

(Forgotten did not tell students to record it. Then conclude the material)

The utterance above belong to bald on record strategy cases of FTA-oriented bald on record usage. The lecturer ask the students to write down the

material and then summarize it. Lecturer avoiding FTA because she has close relationship with student. Then. In this situation lecturer ask student to summarize the material to make it easy to understand.

"jangan lupa kalau masih ada kursi kosong didepan ya suruh isi yah."
(don't forget that there are still empty seats in front of him asking to fill it.)

In this situation lecturer ask students to fill the the chair in front of them. To make the student focus with the material and for the efficiency. Lecturer want to make the student focus on their learning by ask them to fill front chair.

"Diperjelas instruksinya yah."
(for the instruction make it clear okay)

The lecturer ask the student to make the instruction can be understand clearly. Lecturer as it to make sure. The learning process can be running smoothly. To make good communication between lecturer and their students.

"Yah, bagus anda perhatikan baik-baik yah perhatikan ki yah"
(yeah, okay attention please)

Lecturer ask student to focus on his explanation. Lecturer hope the students focus on their material and get the knowledge.

2) Positive politeness.
"harusnya materi yang anda sajikan disini bisa diberikan kesemua anak didiknya"
(the material you present here should be given to all of their students)

The lecturer suggest the student as teacher to make method that can accepted by many student. Exactly lecturer ask student to make effective approach in learning process.

"kalau dari kalian ada yang mau memberikan dukungan atau saran kan saran ndak harus dari saya siapa tahu ada yang terlewatkan dari pengamatan saya, kan ada kalian yah ndak papa ji."

(if there are those of you who want to give support or advice, the advice does not have to be from me, who knows that something has been missed from my observation, right? There are you guys, yeah, don't worry)

Lecturer give motivation to student to give suggestion for they friends. In this case lecturer told their student that if there are other student than have different perspective to give suggestion, and not only giving suggestion but, also support.

"Oh iya itu jangan lupa memberikan motivasi dari awal, Motivasi bisa dari awal bisa di akhir juga kok."
(okay, don't forget to giving motivation in opening, motivation could giving in opening or end of learning process)

Lecturer suggest the student as teacher to give their student motivation. In this case, motivation used to support the student and give them confidence to learn and improve their knowledge.

“sebelum memberikan games ataukah semacam pemberian media ke siswa harus memang diperjelas dulu instruksinya seperti apa.”

(before giving games or give media to student, firstly, you need to make clear the instruction)

Lecturer explain to the students for they method. To make clear instructions before make games. In this case lecturer ask it, to make sure that games will be going well without misunderstanding

“harusnya lebih banyak materi yah. apalagi kalau memberikan penugasan ke siswa. supaya kreatif dan bervariasi kalau ditunjuk seperti ini. aaa boleh ada juga yang secara tulisan baru nanti, mereka berdiskusi yah semacam itu jadi gurunya bisa memantaunya.”

(there should be more material. especially when giving assignments to students. to be creative and varied if appointed like this. I can also have some new writings later, they will discuss it like that so the teacher can monitor it)

Lecturer give advice about students tasks. Lecturer giving suggestion to student about kind of task, it used to improve not only vocabulary but also grammar. To improve student skill efficiently

“Yah terkadang ada teman teman yang memberikan masukan kan harus difilter dulu. Sama kayak kalian walaupun itu guru sekalipun filter dulu jangan diterima mentah-mentah yah. yah begitu.”

(Well sometimes there are friends who give suggestion, you have to filter it first. It's the same as you though even though the teacher doesn't even accept the filter first. Like that)

Lecturer explain about how to accept and reject suggestion. they explain to think and decide about how importance the suggestion to accepted. Cause suggestion can be accepted or rejected.

“suruh saja tulis anak didiknya mencatat baru nanti ibu gurunya bisa mengumpulkan catatannya. Tapi nanti jangan bilang-bilang kalau mau dikumpul supaya ketahuan oh ini yang betul betul mau mencatat, betul betul mau belajar dan ini orang yang ndak mau mencatat ya seperti itu.”

(just tell the students to write a note, then the teacher can collect that notes. But firstly, don't tell them if you want to collect it. to make it clear which one, that wanna learn and which one that did not really want to learn. like that)

Lecturer give student suggestion about how to scoring the students. Lecturer giving students suggest how to scoring and find out students

knowledge about the material. In this case lecturer teaching the student how to scoring the student purely, and find out the student that wanna learn and not.

"jangan lupa memberi tahukan ke siswa dia KD berapa sk berapa dan kd berapa yah."

(don not forget to tell the student about their KD)

Lecturer try to remind their student about procedure in learning process in school. It used to make student accustomed with learning process.

"Dan, yang saya katakan ini tulis di laporannya, jadi catat memang yah kalau ndak sempat catat yah bisa anda record siapa tahu saya tetap bicara tapi kalian capek menulis."

(And anything that I say write it in your paper, So note it if you can not do it you can record it. Maybe when I keep talking but you tired)

The lecturer ask the student to write his explanation in paper and give student suggestion to record the explanation if they can not write it. In this case lecturer give stident suggestion to minimize students task.

B. Second observation.

In second observation researcher found 8 data utterances. That used by lecturer in learning process. such as below:

In this section researcher found 8 data utterance and they used four kinds of politeness strategy in their learning process. For more detail look the data below.

1) Bald on record

"Atur kursinya dek"

(Set the chair please)

In this utterances lecturer give direct order to the student to set the chair. In this situattion lecturer ask the student to change their approach in learning process to maximize and make learing process more efficient

2) Positive politeness

"Saya tidak masuk minggu lalu, apakah anda sedih? Tidak? Ada yang bilang, alhamdulillah."

(I did not come last week, did you sad? No? I hear someone say, alhamdulillah)

The lecturer try to break the tension by making a joke. Lecturer us it in opening to make students enjoy learning process and make student confident. So the learning process will running efficiently.

"saya harus hati-hati berbicara ini karena kalau saya banyak ceramah maka pasti anda tertidur."

(I need to talk carefully cause if I talk too much, you will sleep)

In this situation the lecturer try to keep student focus by make some pragmatic word. This used as ice break and notice to student to make them focus in learning process.

“Entah kapan yah, Mungkin nanti ada orang palopo yang menciptakan aplikasi, aplikasi maleko.”

(i do not know when, maybe next time palopo people will make application called maleko)

Lecturer tell his optimistic about palopo technology's development. In order to motivate the student to improve their interested about technology and communication.

3) Negative Politeness.

In this context the lecturer try to maximize the achievement by act pessimistic, give deffence, and minimiizing FTA. For example:

“Terus terang yah saya orang yang alergi dengan sosial media, dulu, dulu. Yah saya juga alergi dengan sosial media. Apa ini? Kasih habis-habis saja uangku di.”

(honestly, I am a people that alergic with social media, long time ago, i was alergic with social media, what is it? It wasting my time)

The lecturer explain his perspective about facebook. They say about their worried about social media exactly facebook, and function of facebook.

“saya S2. Tidak punya facebook. Sehingga sekarang Saya menyesal. Seandainya ada, ada tommy faceboo ku dulu. Ada tommy yang ingatkan ka.”

(When I m magister, i did not have facebook. And now i am penitent. If I have facebook, it will remember me.)

Lecturer told their regret about did not have focebook account. Their regret baout nobody that remember them of their memories.

4) Off record

“sekarang itu dunia nyata mau diubah menjadi dunia maya. Yang sebenarnya maya tapi nyata”

(now that the real world wants to be transformed into cyberspace. Which is actually virtual but real)

Lecturer told ambiguous about social phenomenon. The penomenon that happend in society. They are bring their life broblem in social media and vice versa.

“Bukan megajar tapi ma pabaga-bagai. Ada yang begitu yaa?. Hingga banyak mahasiswa berfikir kita ini diajari atau dikerjain.”

(not teaching but, fooling. anyone like that?until many student thnik we are taught or fooled)

Lecturer said the reality about phenomenon. That there are some lecturer that had to teach their student well, but actually they did not do it.

C. Third observation

In third observation reseracher found 2 data utterances. That used by lecturer in learning process. such as below:

Table.3 Third observation

In this section researcher found 2 data utterances. And the sample used two kinds of politeness strategy such as:

a) Bald on record

"berapa kosa katanya yang saya suruhkan?"

(how much vocabulary that I ask?)

Lecturer try to remind the task.

b) Positive politeness

"Saya berharapnya anda tadi merekam pesan bahasa dalam video tadi"

(I hope you record the mesage in that video)

Lecturer suggest the student to recording video.

D. Fourth observation

In fourth observation reseracher found 2 data utterances. That used by lecturer in learning process. such as below:

a) Bald on record.

"You have a group assignment"

Lecturer iform student about group assignment. Lecturer ask the student to prepare the group asignment.

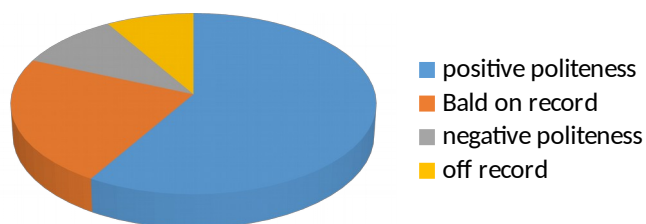
b) Negative Politeness

"Tahun 2004 kalau ndak salah saya coba akses di warnet koneksinya masih lambat sekali untuk connect satu halaman. Dan rupanya saya di charge 15.000 satu jam. Yah dengan koneksi yang bikin jengkel sebenarnya tapi kita di charge 15.000. mahal sekali."

(In 2004, if I tried to access it incorrectly in the internet cafe, the connection was still very slow to connect one page. And apparently I was charged 15,000 an hour. Well with a connection that makes you really annoyed but we charge 15,000. very expensive)

Lecturer tell about his experience and dissapointment about cafe net price. They dissappoint about how expensive the price. Of cafe net. That not comparable with the service.

The most appearing politeness strategy



Conclusion

Related to the application of politeness strategies used by lecturers, the finding show that all of politeness strategies can be found in the lecturers' utterances such as bald on record, positive politeness, negative politeness and off record. Based on the data found that the data contain 8 data of bald on record, 12 data of positive politeness, 3 data of negative politeness, and 2 data of off record. It means that positive politeness noted as the high rank. Meanwhile, negative politeness and off record is in the lowest rank.

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