POLITENESS AND IMPOLITENESS STRATEGIES OF LECTURER AND STUDENTS IN ENGLISH CLASSROOM INTERACTION

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ABSTRACT

This study was discussed about the reasons of politeness and impoliteness strategies used by lecturer and students in English education classroom interaction based on Brown & Levinson and Culpeper theory. This article was aimed to found the reasons why lecturer and students used politeness and impoliteness strategies in classroom interaction. This article used two theories in doing the analysis namely Brown & Levinson theory for the reason of using politeness strategies and Culpeper theory for the reason of using impoliteness strategies. This article applied descriptive qualitative method. The data of this research were the lecturer and students' utterances in English education classroom interaction which taken from audio transcript and the result of interview the lecturer and representative of students. The results have revealed that there are five reasons why the lecturer used politeness strategies, namely speaker wants the hearer interpret what she means; to give the hearer chance to be perceived as caring person; to increase familiarity and friendship;to respect the hearer and to make the hearer understand directly, one reason why the students used politeness strategies namely to satisfy the hearer's negative face and one reason why the students used impoliteness strategies namely to express negative feelings.

Keywords: Lecturer and Students, Classroom Interaction, Politeness and Impoliteness Strategy, Reasons

INTRODUCTION

Social interaction occurs in everyday activities. Interaction, according to Brown (2001:165), is at the center of communication. Interaction plays a crucial part in human communication in this scenario. Interaction is a type of action that happen when individuals interact with each other, sharing information and forming social ties. According to Dagarin (2004:129), interaction is primarily conducted through the use of two resources namely language and nonverbal ways of expression in language. It means that people communicate with one another in both verbal and nonverbal ways to express their thoughts and feelings. In the classroom, interaction must also be a part of the process of teaching and learning.

Classroom interaction is an important part of the process of teaching and learning. In higher education, lecturer and students rely significantly on communication to achieve effective classroom interactions. Using polite language is one of the techniques to improve interpersonal interactions. To maintain a happy relationship and avoid controversy, lecturers and students are encouraged to adopt polite language. However, lecturers and students frequently use impolite language, either consciously or unconsciously. It is crucial for students to employ formal language in the classroom, especially during a discussion-interaction process. Furthermore, it is also critical for undergraduate students' speaking skills to interact in the classroom using formal language. Language in the classroom impacts the success of teaching and learning activities as well as the medium to improve students' knowledge acquisition in the classroom (Nunan, 1991).

Politeness, as a social phenomenon, has a significant impact on human interaction. Politeness, according to Yule (2010:135, mentioned in Maulana, 2019), is "displaying knowledge and respect for the face of another." Politeness is believed to enhance learning in the context of language education by fostering a positive learning environment in the classroom and a harmonious relationship between the teacher and the students throughout the teaching and learning process (Jiang, 2010; Zaenul, 2016; cited in Rahayuningsih, 2020). Maintaining politeness in the classroom is an excellent method for achieving effective classroom interaction.

Nowadays, it appears that politeness is being overlooked in the classroom, and students or lecturers are more likely to use impoliteness.Culpeper (2005:38,) defines impoliteness as a communicative technique geared at assaulting face and hence promoting social conflict and disharmony. Impoliteness is a phenomenon that has to do with the manner in which offense is expressed through words. Furthermore, according to Bousfield (2008:272), impoliteness is the

polar opposite of politeness in that it seeks to decrease face-threatening activities (FTAs). Impoliteness, according to Mugford (2008: 375), can be defined as either breaching social norms or being intentionally rude and disrespectful to an interactant. Between lecturer and students, the impolite language will promote social conflict and disharmony. Impoliteness which uttered by students to their lecturer happened in classroom interaction. It means that interaction in classroom is important as Dagarin (2004: 128) stated that classroom engagement is critical in the teaching and learning processes. Its purpose is to create a pleasant learning environment and to inspire students to become excellent communicators. But sometimes lecturer or students use impoliteness language spontaneously because they feel that the relationship between lecturers and students is close.

In this case, the research subjects are lecturer and students in English education program at STKIP Budidaya Binjai. As a result, researchers are interested in investigating the politeness and impoliteness strategies employed by lecturer and students. The reasons why lecturer and students use politeness and impoliteness strategies in classroom interaction. This can be used to teach the reader the importance of learning politeness and impoliteness strategies.

METHODOLOGY

The study used a qualitative descriptive methodology by giving an emphasize on interview as research design to investigate politeness and impoliteness strategies of utterances by lecturer and students in English Education program classroom interaction at STKIP Budidaya Binjai. Qualitative research, according to Bodgan and Biklen (1992:29), is a direct source of data, with the researcher as the primary tool. The goal of qualitative research is to investigate how a theory applies to various phenomena, with data collected in the form of words rather than statistics. The purpose of qualitative research in natural settings is to make sense of or interpret occurrences in terms of the meaning that people ascribe to them.

This study focused on the reasons for politeness and impoliteness strategies utilized by lecturer and students in English education classroom interaction.The authors will explain why lecturer and students used politeness and impoliteness strategies in classroom interaction. The authors took the data from one lecturer and one English education class at STKIP Budidaya Binjai in classroom interaction. The data for this analysis came from lecturer and students' utterances.

FINDINGS AND DISCUSSIONS

The Reasons for Using Politeness Strategies

The following analysis is to describe the reason of politeness strategy used by lecturer and students in classroom interaction. There are some reasons from each types of politeness strategy used which stated by Brown & Levinson (1978).

1. The Reasons of Lecturer Using Politeness Strategy

After analyzing the types of politeness strategies which used by lecturer in classroom interaction then to know the reason of the lecturer using those strategies, the researcher did interview the lecturer by phone. And after interviewing the lecturer, some reasons in each types of politeness strategies were found.

A. The Speaker wants the Hearer interpret what she means

In some utterances which used politeness strategy, the lecturer said that she used that strategy to make the student interpret what she means without she said directly because if she said directly, the student will not listen and ignore the lecturer. This strategy used in the data below:

Data 13. EF*: "Tu lah, chatting aja si karen ini"*

EF**: "That's it, You only keep chatting, Karen"**

In data above, the lecturer actually wanted to say Karen to stop playing the phone and focus to the presentation .

B. To give the Hearer chance to be perceived as caring person toward the speaker

The lecturer give this reasons when the lecturer used off-record strategy as the data below

Data 43. EF*: "Lama-lama kek neraka kelas ini yaa?"*

MahasiswA: "yaa"

EF: **"For long time, This class like the hell yaa?"**

SS: "yaa"

By saying the sentences above, the lecturer said that she kept the heat inside but none of them took the initiative to open the window. So, the lecturer give chance to the student to be a caring person and more sensitive to the situation.

C. To increase familiarity and friendship among the participants in the conversations

This is the reason of lecturer when using positive politeness strategy such as a joke like the data below:

Data 7. *Tiba tiba mahasiswa mengetok pintu dan masuk kedalam kelas*

EF: "Jajan aja ini"

Mahasiswa: "hihihi" (menyengir)

Suddenly, some students knock the door and enter the class

EF: **"buy snacks constantly"**

SS: "hihihi" (grinned)

In the data above, the lecturer used joke when some students entered the class with some snacks on their hand. The lecturer said that the reason she gave that joke because she just want to joke with them to make them more familiar.

D. To respect the hearer

To respect the hearer was the reason for using negative politeness strategy such as in the data below:

Data 33. EF*: "Sorry lah ya agak-agak 360 derajat yaa.."*

Mahasiswa: "iya maamm"

EF: "**Sorry, it's a bit 360 degrees.**"

SS: "yes mam"

In the data above, the lecturer said that she must say sorry because she made the position of chair like 360 degrees and made the students feel a little bit uncomfortable. Although she is a lecturer and she has a prior to make decision she must respect the student by saying "Sorry".

E. To make the hearer understand directly

The lecturer gave this reason for using bald on record politeness like the data below:

Data 8. EF: Come on, Maulana Muhammad Fajar **start your   presentation**"

Data 22. EF**:** "In English Please.. **Take off your mask**, while playing on the cellphone, you take off the mask. Come on"

The lecturer said that she used bald on record strategy in giving instruction and command to the students because she want to make the students understand what she means directly without thinking deeply.

2. The Reasons of Students Using Politeness Strategy

After analyzing the types of politeness strategies. There were not a lot of students used politeness strategy in their utterance. But there were few students used politeness strategy when interacted to the lecturer in classroom interaction. The researcher did interview the representative of students by phone. And after interviewing the lecturer, there was found a reason why they used that type of politeness strategies. The reason was **to satisfy the Hearer's negative face**. It means that the students gave their attention to the lecturer and they showed that they concerned with the material by answering the lecturer's question

The Reasons for Using Impoliteness Strategies

The following analysis is to describe the reason of impoliteness strategy used by lecturer and students in classroom interaction. According to Bebee (1995) in Culpeper (2011:220), they are there are some reasons why someone uses impoliteness utterances, they are: (1) To express negative feelings, (2) To demonstrate that she wants to gain power, (3) To express disagreement with the listener, (4) To further collective goals. It can be done in this case to promote activities such as attacking or mocking the person's face in order to entertain others. This impoliteness strategy was only used by the students in their responding to the lecturer.

To express negative feelings

After interviewed the representative of students, it can be found that the reason why the students used impoliteness strategies. One of the students said that they did not understand and did not know the answer of lecturer's question.

The lecturer never used impolite strategy because the lecturer is woman so that she prefers to speak politely. As Lakoff (2004: 80) said that women are expected to speak more politely than men. Impolite strategies are only used by students in responding the lecturer. Although the students did not respond the lecturer in a good ways, the lecturer wasn't angry to the students because the lecturer thought that the students did not know the answer so they did not respond the question correctly and the lecturer wanted the students understand it by themselves. The students most used impoliteness strategies means that the students are not polite but the lecturer's question didn't need to be answer.

CONCLUSION

The reasons of lecturer ans students using politeness strategies are the speaker wants the hearer interpret what she means, to give the hearer chance to be perceived as caring person toward the speaker, to increase familiarity and friendship among the participants in the conversations, to respect the hearer, to respect the hearer was the reason for using negative politeness, to make the hearer understand directly and to satisfy the hearer's negative face. The reason of students which using impoliteness strategies was to express negative feeling.

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