POLITENESS STRATEGIES ON CLASSROOM CONVERSATION: A CASE STUDY OF LECTURER INTERACTION AT IAIN PALOPO

THESIS

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UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

2022

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THESIS

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang

In partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S)

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2022

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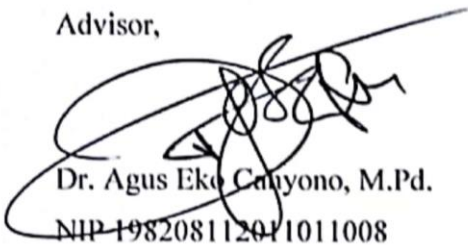Malang, June 14, 2022

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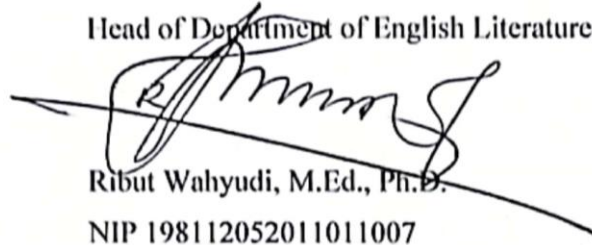
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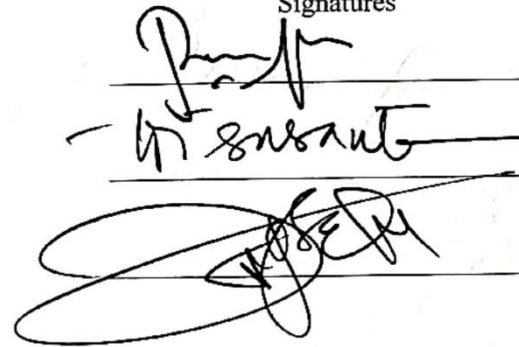
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MOTTO

"Bangunlah semua jadi nyata, jangan pernah putus asa"

"Kerja keras tak akan kenal lelah demi menggapai kesuksesan"

DEDICATION

This thesis is especially dedicated to:

My beloved parents,

My father Ir.M.Syihab, M.P., and My mother Dr. Helmi Kamal, M.H.I.

My beloved brothers, Azhar Saadin Syihab and Imtiaz Muhammad Syihab.

My beloved sister, Dhiyani Mutmainnah Syihab.

To all the special in my life, I'm profoundly thankful and blessed for endless love,

prayers, and support me.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Assalamualaikum Warahmatullahi Wabarakatuh.

Praise and gratitude we pray for the presence of Allah SWT who is due to His grace, and guidance to all of us. Sholawat and greetings are always poured out to our lord Prophet Muhammad SAW, whom we look forward to for intercession in the world and in Yaumul Qiyamah later. Praise and gratitude for the presence of Allah SWT, so that I can complete a thesis entitled "Politeness Strategies on classroom conversation: A Case Study of Lecturer Interaction at IAIN Palopo". I am aware of the many obstacles I faced while completing my study to fulfil the requirements for obtaining a bachelor's degree in English Literature at the Faculty of Humanities, State Islamic University of Maulana Malik Ibrahim Malang. The amount of help, guidance, and cooperation from various parties, therefore I would like to thank:

1. Rector of State Islamic University of Maulana Malik Ibrahim Malang, Prof. Dr. H. M. Zainuddin, MA.

2. Dean of Faculty of Humanities, Dr. M. Faisol, M.Ag.

3. Head of the Department of English Literature, Ribut Wahyudi, M.Ed., Ph.D.

4. My advisor Dr. Agus Eko Cahyono, M.Pd., who has guided me during this study and provided advice and patience so that I could complete this study.

5. My beloved family, my dearest mother Dr. Helmi Kamal, M.HI., my dearest father Ir. M. Syihab, M.P., and my younger brothers Azhar Saadin Syihab,

Imtiaz Muhammad Syihab, and Dhiyani Mutmainnah Syihab who always pray for, motivate, encourage, and sincerely love during the writing of this thesis.

6. To my aunts, uncles, grandfathers, grandmothers, and cousins who have supported me during my studies until the completion of this study.

7. To Alvi Rizqi Barik as a super system that accompanied me until I completed this study.

8. To my best friends who are always in the process of completing this study, Cahya Ningsih, Salma Adillah, Raudhatul Jannah, Ainun Nikmah Karomiyah, Faradilla Nursusanti, Endira Kusuma, Intan Ayu Mahbubah, Ummi Salamah and Nur Alfiana.

9. To all my English Literature 2018 friends, thank you so far for the beautiful moments and stories. May Allah always guide and give happiness to all of you.

10. To Nurul Izzah Az Zahra as my friend in dormitory.

Hopefully, this study can be useful for those who read and are interested in studying this topic. The researcher realizes that this study is far from perfect, even though she has done his best to complete this study. Therefore, criticism and suggestions are highly expected to improve this study.

Malang, July 1, 2022

Z.B.Dhiya Syihab

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ABSTRACT

Syihab, Z.B.Dhiya (2022) Politeness Strategies on classroom conversation: A case study of lecturer interaction at IAIN Palopo. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Dr. Agus Eko Cahyono M.Pd.

Key word: Politeness strategies, pragmatic, conversation, question and answer, classroom.

This study aimed to elaborate on the types and functions of politeness strategies used by lecturers in question-and-answer conversations in class. The object of the study was taken at campus IAIN Palopo. The descriptive qualitative method was employed in the present study to collect the data to explore politeness strategies used in lecturers' conversations. Data were collected employing observation, note-taking techniques, and listening techniques as additional data to learn more about the success of politeness strategies in speaking. The data were taken from several English classes, and the participants studied in this study included five lecturers from each course in the second and fourth semesters. The analysis of the data used by Brown and Levinson (1987) that classify four strategies of politeness strategies from utterances lecturer. Based on the study, it was found that four types of politeness strategies that occur in the speech of lecturers were manifested in 28 utterances data which included there are three off-record, there are three on-record-bald on-record, there are ten on-record-negative politeness, and there are twelve on-record-positive politeness utterances. The most dominant strategy used by lecturers was on-record-positive politeness and on-record-negative politeness. It was expected that this study could increase understanding of the types and functions of politeness strategies in conversation and add deeper insight for lecturers.

مستخلص البحث

شهاب ، ز.ب. ضياء. (٢٠٢٢).استراتيجيات الأدب في المحادثة الصفية: دراسة حالة لتفاعل المحاضر في معهد الحوكمة الإسلامية بالوبو. أطروحة. برنامج دراسة الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف أجوس إيكو كاهيونو ، الماجستير.

الكلمات المفتاحية: البراغماتية ، استراتيجيات الأدب ، المحادثة الصفية

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تهدف هذه الدراسة إلى توضيح أنواع ووظائف الاستراتيجيات الأدبية التي يستخدمها المحاضرون المعنيون بمحادثات الأسئلة والأجوبة في الفصل. تم إجراء هذا البحث في حرم IAIN Palopo. تم استخدام المنهج الوصفي النوعي في هذه الدراسة لجمع البيانات لاستكشاف استراتيجيات الأدب المستخدمة في محاضرات ومحادثات الطلاب. تم جمع البيانات من خلال المراقبة وتقنيات تدوين الملاحظات وتقنيات الاستماع كبيانات إضافية لمعرفة المزيد حول نجاح استراتيجيات الأدب. تم أخذ البيانات من العديد من فصول اللغة الإنجليزية ، وقد تمت كتابة المشاركين الذين تمت دراستهم في هذه الدراسة من قبل أربعة محاضرين من كل دورة في الفصلين الثاني والرابع. تم استخدام تحليل البيانات من قبل براون وليفينسون (1987)الذي قام بتصنيف أربع استراتيجيات مهذبة للمحاضر وخطابات الطلاب. بناءً على التحليل ، وجد أن أربعة أنواع من الاستراتيجيات الأدبية التي حدثت في محادثات المحاضر قد تجلت في ثمانية وعشرين كلامًا بما في ذلك ثلاثة من غير مسجل ، وثلاثة من أصلع مسجل ، وعشرة من المحاضر– مؤدب سلبي ، وهناك اثنا عشر مؤدبًا إيجابيًا في السجل. الإستراتيجية الأكثر شيوعًا التي يستخدمها المحاضرون هي تسجيل الأدب الإيجابي وتسجيل المؤلفات السلبية. يقترح الباحث أن هذا البحث يمكن أن يزيد من فهم أنواع ووظائف الاستراتيجيات الأدبية في المحادثة بحيث يمكن أن يضيف نظرة أعمق للمحاضرين.

ABSTRAK

Syihab, Z.B.Dhiya (2022) Strategi Kesantunan pada percakapan kelas: Studi kasus Interaksi dosen di IAIN Palopo. Skripsi. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Dr. Agus Eko Cahyono, M.Pd.

Key word: Strategi kesantunan, Pragmatik, Percakapan, tanya dan jawab, kelas.

Studi ini bertujuan untuk mengelaborasi jenis dan fungsi strategi kesantunan yang digunakan dosen dalam percakapan tanya jawab di kelas. Objek studi diambil di kampus IAIN Palopo. Metode deskriptif kualitatif digunakan dalam studi ini untuk mengumpulkan data guna mengeksplorasi strategi kesantunan yang digunakan dalam percakapan dosen. Pengumpulan data dilakukan dengan cara observasi, teknik mencatat, dan teknik menyimak sebagai data tambahan untuk mengetahui lebih jauh tentang keberhasilan strategi kesantunan dalam berbicara. Data diambil dari beberapa kelas Bahasa Inggris, dan peserta yang diteliti dalam penelitian ini terdiri dari lima dosen dari masing-masing mata kuliah pada semester kedua dan keempat. Analisis data digunakan oleh Brown dan Levinson (1987) yang mengklasifikasikan empat strategi kesantunan tuturan dosen Berdasarkan analisis, ditemukan bahwa empat jenis strategi kesantunan yang terjadi dalam tuturan dosen dan mahasiswa diwujudkan dalam 28 data tuturan yang meliputi ada tiga off-record, ada tiga on-record-bald on-record, ada sepuluh on-record-negative politeness, dan ada dua belas on-record-positive politeness ucapan. Strategi yang paling dominan digunakan dosen adalah on-record-positive politeness dan on-record-negative politeness. Diharapkan study ini dapat meningkatkan pemahaman tentang jenis dan fungsi strategi kesantunan dalam percakapan dan menambah wawasan yang lebih mendalam bagi dosen.

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CHAPTER I

INTRODUCTION

This chapter involves five sub-chapters including background of the study, research question, objective of the study, scope and limitation, and definition of key terms.

A. Background of the Study

This study was conducted to find out the politeness strategies in conversation between lecturers in question and answer at IAIN Palopo. The researcher chose IAIN Palopo as the object of this study because access to conducting studies is very affordable and there are many phenomena that occur in conversations lecturer who say words that do not look at manners which can be seen from a social perspective which is influenced by the environment in which they hang out. Therefore, the study of politeness strategies is very important to be invest for lecturers, students, and others to make the communication run well. The sample in this study consisted of four classes involving four lecturers in each course from the second and fourth semesters.

Pragmatics is a branch of linguistics that studies aspects of the meaning and context of using language and speech. On the other hand, it is said to learn how

language is used in communication. According to Yule (1996:3) pragmatic process involves investigating the meaning conveyed by the speaker and then interpreted by the listener. Pragmatics is defined as the study of analyzing what speakers mean or how we can detect sense even when it is not communicated or written. One of the most critical discussions in pragmatics is politeness.

Generally, politeness can be seen in the way everyone communicates verbally and nonverbally. Politeness in speaking is very important to note, politeness cannot be considered a trivial thing according to Leech (1993: 126-127). Meanwhile, according to Brown and Levinson (1987), politeness is the most common phenomenon in the use of language in social situations. Furthermore, politeness is a human mechanism to communicate with each other because it is a tool to determine politeness in a conversation. Language politeness is one of the qualities of language that can help speakers improve their emotional intelligence. In general, polite language discussion is an important aspect of communication which is influenced by various circumstances such as the age of the speaker and the social distance between him and the listener.

Politeness cannot be found in everyday life but in the school environment, its use will be seen. Polite language must be applied in schools because it contains educated people who deserve to be respected. For example, communication between teachers and students in the learning process is needed so that students can increase their knowledge about teachers. What usually happens in classroom activities is that they are uncomfortable because there is no communication in polite

language, therefore politeness is done with harsh words that make the other person can be carried away by the emotions of the spoken language. Many teachers also pay less attention to politeness when speaking. Therefore, it is very important to examine in-depth politeness in conversations between lecturers and students so that misunderstandings do not occur and lecturers and students can be polite to each other in conveying messages.

This study uses the theory of politeness strategies according to Brown and Levinson (1987) which classifies four strategies, namely off-record, on-record-bald on-record, on-record-negative politeness, and on-record-positive politeness. The researcher chooses this theory because the theory follows the phenomena found; this theory is the most influential, which states that the problem of politeness is one of the main points in pragmatics because politeness is a universal phenomenon in the use of language in a social context. The context of politeness strategies is not only applied in informal situations such as how two friends can build good communication but also informal situations; for example, in the context of teaching and learning, politeness strategies are considered essential to be applied as a means, bridge for teachers and students to build a good atmosphere in the process teaching and learning so that learning becomes effective as stated by Jiang, (2010).

Based on this, there are several previous studies that examine the topic of politeness strategies including: a study that discussed the politeness strategies of students and teachers through WhatsApp which aims to find out whether there are differences between teachers of English as a foreign language (EFL) and students

in the use of politeness strategies when exchanging text messages (Mulyono et al., 2019). Another study that examined politeness strategies in children's communication focused on linguistic responses to both male and female students at the age of 4 to 6 years (Asjuh, 2019). The results of the study show that firstly, most of the types of politeness strategies used are positive and negative politeness and secondly the factors that influence the use of politeness strategies can be seen from the status, age, and behavior of the listener and the topic of conversation.

The use of politeness strategies in a classroom context that evaluates politeness strategies in English students at a university by investigating the phenomenon of politeness in EFL in classroom interactions by (Mahmud, 2019). This study found expressions from English students categorized into positive and negative types of politeness. Another study also discusses politeness on demand strategies between Libyan students and lecturers using English as a foreign language by (Megaiab et al., 2019). This study found that subjects who use certain strategies that contain politeness values, mostly use politeness asking between lecturers and students, and there are factors that influence the use of strategies.

A study of politeness strategies by (Rahayuningsih et al., 2020) analyzes the embodiment of politeness strategies with sociological factors in the selection of politeness strategies in EFL in classroom interactions between teacher-students at SMP Semesta Bilingual schools. The findings of this study that bald notes, positive politeness, negative politeness, and off records are manifested in classroom interactions. Another study also examines politeness strategies found in student text

messages to lecturers in the English department at the Cultural Sciences study program, Universitas Brawijaya Malang by (Manipuspika, Y. S., & Sudarwati, E. 2017). The researcher found that students used several politeness strategies including positive and negative politeness. However, none of the students used off record and bald-on record strategies.

A study by (Andi, 2018) aims to find out politeness strategies between teachers and students. The findings prove that there are 3 strategies formulated by Brown and Levinson, namely bald-on record, positive politeness strategies, and negative politeness strategies between students, teachers and observers. The next study describes the expressions used by students when communicating with others who display their politeness during class discussions but not in the learning environment by (Wahyuni, S. 2019). The results of his study show that there are many factors that influence students' politeness in communication which can be seen from the situation, status, age, culture, gender, and others. There are two most dominant ways that students use to express politeness, namely by asking and ordering.

Politeness strategies used in the teaching process in English class by (Tsamratul'aeni, 2019). The results of this study indicate that lecturers in the teaching process use four politeness strategies and the most frequently used politeness strategy by lecturers is positive politeness. Another study that seeks to find out about politeness strategies used by students in English foreign language class interactions at SMA Muhammadiyah 9 Makassar and wants to find out what

politeness strategies are most often used in English Foreign language class interactions by (MARTINA, S. H. 2020). The researcher found the results of his study, namely bald-on record and positive politeness strategies that are widely used by students in interactions.

The difference between this research and previous research can be seen from the object of the research. This research was conducted at the IAIN Palopo Campus in the language education department in Palopo City, South Sulawesi. Politeness strategies in conversations between lecturers in question and answer are the focus of this study. The object of this research includes four lecturers from four classes in the second and fourth semesters. This study can be compared with previous research because it discusses politeness strategies for teachers and students and focuses on communication. Therefore, this research has the potential to be used as a new study on campus that employs lecturers.

This study aims to solve the gap by investigating politeness strategies in the conversation lecturer, especially in the question-and-answer process in class. The researcher states that this gap needs to be filled to offer insight into politeness strategies. In addition, this research is also a starting point for further researchers who are interested in studying politeness strategies. The finding can later be filled with study holes, and readers can gain new insights into politeness strategies.

B. Research Question

Based on the background of the study described above, this present study was conducted to answer the research question:

1. What types of politeness strategies are employed in lecturer conversations at IAIN Palopo?

2. What functions of politeness strategies are used in lecturer conversation at IAIN Palopo?

C. Objective of the Study

Following the above-mentioned research question the objective of the present study are formulated:

1. To investigate the types of politeness strategies employed in lecturer conversation in class question and answer.

2. To elaborate the functions of politeness strategies used in conversations lecturers in the question-and-answer process in class to add insight.

D. Scope and Limitation

The scope of this study is related to the pragmatics study of politeness, it focuses on politeness strategies. Brown and Levinson's (1987) theory classifies four strategies including off-record, on-record-bald on-record, on-record-negative politeness, and on-record-positive politeness. This study limits itself to analyzing

politeness strategies for lecturers whose objects of study are at the IAIN Palopo campus in the English Education department in the city of Palopo.

The limitation of this study is IAIN Palopo. The current studies focus on analyzing conversations lecturers on politeness strategy which focuses in question and answer in class. This is devoted to the analysis of politeness strategies which are limited to knowing what politeness strategies are most widely used in conversations lecturers the question-and-answer process in the IAIN Palopo class.

E. Definition of Key Terms

There are several definitions of key terms in this study based on the title above:

1. Pragmatics is a study that examines the relationship between language and context that provides the basis for understanding language. In addition, pragmatics can also be said to be a study that investigates meaning, such as what is conveyed by the speaker or written and interpreted by the listener or reader.

2. Politeness is a way of expressing the speaker's wishes in a certain way that is rarely used in everyday language. People usually behave in sync with the expectations of their public self-image or want to be respected. Politeness strategy only remembers the rules that have been set in terms of strategy.

3. Lecturer conversations are activities carried out by lecturers and students in the classroom and outside the classroom with the intent and purpose of conveying the message to be conveyed. These conversations can appear

whenever and wherever they are, for example in the teaching and learning process where lecturers and students exchange messages.

4. IAIN Palopo is a State University, the only one in a regional capital that is far from the center of the capital city, with a superior vision and mission in scientific integration characterized by local wisdom, an area in Sulawesi where Islam was first accepted by the Luwu Kingdom.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter has outlined theories from relevant sources which have some features related to this research to help and answer the research questions. Given that the theory will be used as the basis of the research as well as the analytical method used by the researcher.

A. Pragmatics

A language is a communication tool produced by humans in the form of good signs and is used to communicate with the environment around us. Humans will not be able to speak or engage with each other if there is a lack of language because language is a source of human contact, which can also be seen from the point of view of other individuals from a nation or ethnicity. Language can be thought of as a bridge that allows people to communicate with each other.

Pragmatics is a linguistic discipline that investigates the characteristics of meaning and context in language and speech. Furthermore, pragmatics can also be defined as the study of how people communicate with each other through language. Pragmatics, according to Leech (1993:8) defines if pragmatics is the study of how

speech has meaning in situations. In addition, pragmatics also studies meaning in speech situations, according to Leech (1993: 19-20).

Pragmatics is a discipline of linguistics that investigates the relationship between meaning and context. Pragmatic studies also look at the linguistic aspects employed and how they are used in determining the meaning of utterances. According to (Yule, 1996:3), pragmatics involves investigating the sense transmitted by the speaker and interpreted by the listener. Furthermore, pragmatics is defined as a study that analyzes what speakers intend or how we may detect their meaning even when it is not communicated or written.

Pragmatics is more concerned with determining what individuals mean from their speech than what words or phrases are contained in sentences. Yule also demonstrates that the physical context or background can be more easily identified, significantly impacting how the expression is interpreted (Yule, 1996:21). However, it can also be said that pragmatics is concerned with determining the speaker's meaning. Yule (1996) offers several definitions of pragmatics, including pragmatics as a science that studies the expression of relative distances, pragmatics as a science that studies the meaning of messages conveyed by speakers or writers, pragmatics as a science that studies the contextual meaning, pragmatics as a science that studies how to get messages from what is said, and pragmatics as a science that studies the meaning of messages conveyed by speakers or writers.

B. Politeness and Face

Politeness is the first thing to pay attention to in communication. Politeness is also essential in pragmatics because it is common in using language in social situations (Brown and Levinson). The most effective use of courtesy is expressed in the same way as the best. The strategies used to demonstrate awareness of another person's face can be characterized as an interaction process. Generally, politeness is defined as social politeness, namely behavior where someone displays typical behavior and respects others with the norms that apply in society. Language politeness is our ethics in communicating in society or where we are by using language and good choice of words, and still paying attention to where, when, and to whom we speak. Language is a culture to understand what to do and say. We know by understanding the culture itself.

Politeness can mostly be expressed as the practical application of courtesy. Politeness in interacting is described as a medium used to prove awareness of other people's faces. According to Brown and Levinson, modesty can be generalized to men and women and can be seen in various contexts and situations. Furthermore, politeness is also said to be a science that studies the use of linguistic components to achieve better things from relationships that are in accordance with conditions.

The face is said to be an honour, self-respect, and public self-image. According to Brown and Levinson, the face is a picture of self-image in social attributes. In addition, Brown and Levinson also said that the definition of the face was introduced by a sociologist named Erving Goffman. A face is something

emotionally implanted that can be lost, maintained, or enhanced where one has to pay attention to the face of another. Then, the speaker and the listener must cooperate in keeping each other's face in the interaction. "Face work" is taking care of each other's faces. The meaning of "work face" in a positive face is called solidarity politeness, while a work face related to negative politeness is also called respectful politeness.

Everyone has two types of faces, namely negative faces and positive faces. The negative face consists of the following aspects: basic guidelines for private property and private space, the right not to be disturbed, freedom of action and freedom from coercion. Whereas positive face refers to personality and desire if one's self-image is accepted and respected, facial values differ in different cultures: the definite boundary is personal space and local culture, according to Brown and Levinson.

C. Politeness Strategies

Politeness strategies are the most essential in the study of politeness in pragmatics. Politeness strategies only remember the rules that have been set in the form of strategy, according to Brown and Levinson (1987). This study used Brown and Levinson's (1987) theory of politeness strategies as a lens in the analysis because it is more detailed and the language used is easier to understand than in previous theories. This study aimed to find out what types and functions of politeness strategies lecturers utilized in the classroom during the question-and-

answer process. According to Brown and Levinson (1987), there are four politeness strategies, including off record, on record- bald-on record, on record-negative politeness, and on record-positive politeness. Brown and Levinson (1987) classify the politeness strategies are like the example above and for more explanation they are:

1. Off-Record

Off-record is a fundamental strategy that uses satire or misinformation while obscuring verbal goals. Brown and Levinson (1987) show that off-record is a communication activity that is carried out so that it is not possible to involve high communicative goals with these activities.

This strategy can also be described as the listener's interpretation of the meaning to be conveyed in his speech. By allowing the speaker to interpret an action for himself, the speaker can escape from the action. This strategy is usually used when the speaker wants to make a direct threat but does not want to take responsibility for his actions. Furthermore, this approach is considered one of the most diplomatic of all methods that can be used by speakers because it uses indirect phrases when communicating with other people and very nuanced expressions of words when communicating with the interlocutor.

Example:

A: **It's hot here**. (Instead of turning on the fan).

B: Yes.

Based on the highlighted conversation is the kind of off-record strategy where the speaker wants to do an FTA but wants to avoid the responsibility of doing so. The purpose of the conversation is to insinuate the interlocutor to turn on the fan so it doesn't get hot.

2. On record-Bald On-Record

This strategy is used when the speaker is not trying to make threats to the other person or to reduce the impact of face-threatening behavior; this method is adopted (FTA). According to Brown and Levinson (1987), this method directly communicates something that leads to misunderstanding or misinterpretation. The spoken language process must also be clear, unambiguous, and concise. In addition, people who use this strategy will feel the result of astonishment, embarrassment, and anxiety. This method is most widely used between the speaker and the interlocutor who is already familiar with each other, such as friends or family members. The sentences used in this method are direct imperative sentences.

Example:

A: **Bring me my pen.**

B: Okay, I'll bring it tomorrow.

Based on the highlighted conversation is a kind of on-record-bald on-record politeness strategy. Speakers say indirectly and clearly without minimizing threats and without caring about the speaker's self-image.

3. On record-Negative Politeness

This strategy can also be said to be risky in concentrating the speaker's feelings if he imposes himself on others. The negative politeness strategy is the attitude used in dealing with the unpleasant face of the interlocutor and the speaker's desire to be free from obligations. Brown and Levinson (1987) proposed that the emphasis on reducing FTAS is a technique for respecting questions and exploiting boundaries, as well as when communicating apologies. Later, Brown and Levinson (1987) stated that this negative strategy was associated with the satisfaction of an unpleasant listener's face.

This attitude is also usually said to be the basis for rewarding behavior, which is also referred to in positive politeness tactics because the speaker giving the role, this strategy is more specific and concentrated. Usually, this method is called low behavioral politeness. The purpose of using negative politeness strategies is to find out whether the speaker has entered the speaker's territory. Furthermore, if the speaker does not disturb the other person, negative politeness strategies are used.

Example:

A: Anyone can complete answer number 2?

B: **Sorry Sir, I'm trying to answer.**

The conversation highlighted is a type of on-record-negative politeness, students try to answer the questions the teacher gives by expressing something carefully in order to avoid offending the interlocutor and do not expect the request is accepted or rejected.

4. On record-Positive Politeness

Positive politeness strategies are usually used to show intimacy with the interlocutor who is not a close relative of the speaker. Brown and Levinson (1987) define a positive politeness strategy as one of the strategies used by the speaker in achieving a positive listener's face or self-image that the speaker claims for himself. The aim of this strategy is to enable communication; where the speaker tries to give the same impression as the interlocutor and seems to have the same desire, which it felt like the speaker's desire is taken for granted and contradicts the speech. When the speaker recognizes the listener and wants to be appreciated, this is good politeness.

Example:

A: For all students, don't forget to collect project assignments tomorrow morning on my desk.

B: **Yes Ma'am.**

The conversation above refers to a type of positive politeness strategy. The highlighted student utterances are addressed to teachers who use politeness strategies that are realized by using a greeting marker (Yes Ma'am) which is the opposite of speech. This greeting is a formal form of greeting that must be used when communicating with the teacher.

D. Lecturer conversation

Conversations are generally carried out in everyday interactions. Speech is one of the most common human languages in life, according to Liddicoat (2021). Remember that all humans involved in conversational encounters and society as a whole depend on each one of them. Furthermore, conversation is expressed as a way for people to interact and develop in maintain their relationships with each other. When individuals chat, this is where they will play a role in structuring linguistic communication, but conversation is more than just the use of language codes.

The term "conversation" is usually used to describe the process of verbal or non-verbal communication. Conversation, on the other hand, is said to be when two or more individuals are allowed to chat or listen without having to adhere to a predetermined schedule, and anyone who wants to talk can do so at any time, according to Rob Nolasco and Lois Arthur (1987) in their book. No Limits if you don't have to talk. According to the popular open text Levinson (1983: 284) states that conversation is the most common type of communication. Two or more

individuals communicate alternately outside a particular institutional environment (Hakulinen. Auli. 2000. p. 55). There are several previous studies that examined the conversations used by lecturer and students that can be used as references in this writing, including:

The first study entitled "The classroom interaction in the English teaching learning process of the eight graders at MTS negeri 8 Muoro Jambi". This paper aims to analyze the categories of teacher speech, student speech, and types of classroom interactions that are applied during the teaching and learning process of English. The results show that the teacher's speech has more indirect effects while on the students it is more in the category of student response, and specific. In addition, there are 7 types of interactions that are applied in the English class.

The second study entitled " An analysis of teacher and student conversation in EFL classroom interaction by using Foreign Language Interaction analysis system in class XI at SMK Negeri 1 Singaraja academic year 2017/2018". This study seeks to determine the class interaction category using FLINT, which is used in the English teaching and learning process, identify class categories, and look for causes of interaction during the teaching and learning process.

The third study is entitled "Analyzing students and teachers' interaction English learning classroom at the eighth grade of SMP negeri 20 Makassar in the academic year of 2020". This paper seeks to find out the types of classroom interactions used by students and teachers in learning English and find out what teachers and students most often use types interactions. The results show that if

there are ten categories of interaction, seven categories of speaking teachers include accepting feelings, encouraging, accepting or using ideas from students, asking questions, lecturing, giving directions, and criticizing. While the remaining categories used by students to speak were student responses and student initiation, and 1 was silence.

The fourth study is entitled "Classroom interaction: An analysis of teacher talks and student talk in English for young learners (EYL)". This study investigates the realization of verbal classroom interactions, types of teacher talk, implications of teacher speech to motivate students, student speech, and the teacher's role in the interaction. The results showed that all speaking teachers in the FIAC category were revealed from several categories, including giving directions, lecturing, asking questions, using students' ideas, praising, criticizing behavior, and accepting feelings. The teacher's role is huge in taking the role of controller in the classroom because it is the teacher who leads the flow of interaction.

E. Question and Answer

Question and answer are an activity or activity where teachers and students ask questions in the teaching process by asking questions reciprocally. Except for requests or ideas, every question requires an answer; therefore, the question will lead to a dialogue process. While the question-and-answer teaching method allows students to explain their questions and gain additional knowledge, it also allows teachers to gain classroom insight by answering questions, according to Kenneth

(2010) citing (Adi. 2016. p. 3). The format in the question-and-answer class is considered a very effective strategy because it encourages students to be more involved and pay attention to the content taught by the teacher. The activity in the question-and-answer learning technique class is an exercise for students to develop their ability to ask questions and understand.

Questions and answers are also interpreted as a mechanism for students to accept the content and questions that the teacher has communicated to them, and vice versa; when students ask questions, the teacher must also respond. In addition, the teacher's questions to students are a means of communication between teachers and students. They are also interpreted as competencies in the teaching process that can lead to further inspiration from the teaching process. The most significant advantage of the question is that it can be the most useful source of linguistic input for students to study.

CHAPTER III

RESEARCH METHOD

This chapter discusses the research methods used in this study related to research design, research instrument, data and data sources, data collection, and data analysis.

A. Research Design

Qualitative descriptive method was employed in the design in this present study to analyze the data. In this line, Creswell (2011) states that qualitative research studies are the most significant research tools to explore variables in research. This study strategy was chosen because it seeks to obtain strong data to support research questions and allow researchers to gain a comprehensive understanding of the politeness strategies in conversation lecturer.

Qualitative descriptive was chosen as the study design because the main objective was to obtain an in-depth analysis in characterizing speech and an analysis that refers to the number or meaning of words included in the utterance, not the quantity or value of the study. This study examined how lecturers in the question-and-answer class use politeness strategies in their conversations. Therefore, the

explanation covers various politeness texts, including the most widely used types of politeness strategies and functions. Another reason the author chooses the descriptive qualitative method is because this type of research aims to summarize the understanding and information obtained more deeply about politeness strategies that can be applied and can add insight. In addition, this study also uses a pragmatic approach because this study discusses user analysis.

B. Research Instrument

In this present study, the researcher is the main instrument of this study because she collected the data by herself and analyzes the data to find the answer to the research question. The researcher is an instrument to make direct observations by looking at and analyzing the politeness strategies used in conversations between lecturers and students. Then an observational approach was used, which involved listening to and recording the utterances of the material in a class by lecturers during a question-and-answer exchange. In qualitative research, observation is used to see and personally observe the topic of the following study to document and collect the data needed to complete the study.

C. Data and Data Source

This study the data from conversations of lecturers are processed by question-and-answer in class which is collected online and offline. The data

collection process began on April 13, 2022 - May 13, 2022. The data is limited because the study focuses on using politeness strategies lecturers and in conversation. After the data is collected, it is classified and identified from the utterances that contain politeness strategies, both from the types and functions of politeness strategies.

The data sources in this study were four lecturers in each course in the second and fourth semesters of the English Education Department and all of them were not native speakers. There are four subjects sampled in this study, including academic reading, listening, English economics, and interpreting. This study was conducted at the IAIN Palopo campus online and offline because the face-to-face lecturer process is still limited due to the COVID-19 pandemic.

D. Data Collection

The process of collecting data by researcher as an instrument that determines the focus of the study selects participants as data sources, collects data, analyzes data, and draws conclusions from the findings of politeness strategies used by lecturers and students in question-and-answer conversations in class.

There are several steps used in data collection including; the first step is direct observation of the field for offline classes, while in the online class, the researchers attend zoom meetings every time the learning takes place, listening techniques to obtain utterances from conversations lecturers that focus on questions

and answers in class. The third step is the note-taking technique to document all utterances or questions and answers from lecturers.

E. Data Analysis

The data analysis used in this study consists of identifying and classifying conversations lecturer's that show politeness strategies in the question-and-answer class, especially at the Tarbiyah faculty, majoring in English education at IAIN Palopo. Several steps must be taken, namely collecting data from observations and online classes through zoom meetings.

Then after the data was collected, the researcher differentiated and categorized the strategies of off-record, on-record-bald on-record, on-record-negative politeness, and on-record positive politeness, according to Brown and Levinson (1987). The last step describes the types and functions of the data obtained.

CHAPTER IV

FINDING AND DISCUSSION

This chapter elaborate on the findings and discussion in which the researcher presents the answers to the research question raised in the first chapter. There are two research questions 1) What types of politeness strategies are employed in lecturer conversations at IAIN Palopo? 2) What functions of politeness strategies are used in lecturer conversations at IAIN Palopo?. The indicators in this study used the politeness strategy proposed by Brown and Levinson (1987) more details can be seen in chapter II.

A. Findings

This section discusses all the data presented in the findings section of the thesis which shows the politeness strategy used by lecturers in question-and-answer conversations in class. The findings in this study reveal that there are four politeness strategies that occur in conversation, including off-record, on-record - bald on-record, on-record - negative politeness, and finally on-record - positive politeness.

The researcher divides several parts of the analysis, first grouping the types of politeness strategies, then marking the sentences that include the types of politeness strategies, then giving context to the data, then describing the analysis of the data, and finally describing the function of the politeness strategies.

1. What types of politeness strategies are employed in lecturer conversation at IAIN Palopo?

In this case, the researcher found that there were 28 utterances which included politeness strategies where the lecturer used the four strategies proposed by Brown and Levinson, namely three off-record, three on-record-bald on-record, ten on-record-negative politeness and there are twelve on-record-positive politeness. It can be concluded that the politeness strategy which is often used by lecturers in conversation are on-record-positive politeness and on-record-negative politeness strategies. Meanwhile, the most rarely used by lecturers are off-record and on-record-bald on-record strategies.

In this section shows the findings of the datum found in politeness strategies in conversations lecturers that focus on the question-and-answer process in the classroom. There are four strategies used by lecturers, including:

a. Off-record

Off-record states something that indirectly usually uses a hint that the listener needs to interpret. With the aim of the speaker allows the listener to give more than one interpretation of what is said by the speaker. Usually, this strategy tends to be when saying unclear sentences that contain vague meanings because someone lacks confidence in speaking and they like long-winded conversations. There are several sub-strategies off-record include; inviting interpersonal, implicature, supposition, and be incomplete.

(Datum 1.1)

> Lecturer: Please all student mentions the vocabulary in assignment part B?
> Student 1: Composite, complementary, and compound.
> Lecturer: **Just that?**
> Student 2: Downturn
> Student 3: Conversion

Context of the datum 1.1:

The situation occurred in English class B semester 2. There was one lecturer and several students in the classroom. They are in the process of asking and answering. Lecturers ask questions to students. The remarks of the student lecturers occurred on Wednesday, April 13, 2022, at 09.10 am.

Analysis of the datum 1.1:

Based on the conversation of datum 2, it is the type of off-record politeness strategy. The lecturer gives questions to all students, then students (1) answer the

questions given by the lecturer by mentioning three vocabularies. After that, the lecturer issued an utterance **(just that)** where the lecturer was still not satisfied with the answer from the student (1), so the lecturer asked twice. This strategy when used tends to contain words that are not clear because usually someone is shy and lacks confidence in speaking so they issue words or sentences that are not clear or talk long-windedly.

Based on the highlighted sentence using the off-record (incomplete) sub-strategy. The words from the students' answers made the lecturer not satisfied with the results; therefore, the lecturer asked again.

(Datum 1.2)

> *Lecturer: Before finishing today's class I will give an assignment.*
>
> *Student 1: Okay Ma'am*
>
> *Student 2: Yes Ma'am*
>
> *Lecturer: For all students I will give project assignments. Can you make a project on the practice of note-taking in sequential interpretation?*
>
> *Student 1: Now Ma'am.*
>
> *Lecturer: **No.***

Context of the datum 1.2:

This situation occurred in the interpreting class in semester 4. In the class, there is one lecturer and several students. They were in the process of closing classes for the day. Lecturers give introductions and ask questions to students. The student lecturer's remarks took place on Monday, April 18, 2022, at 08.00 am.

Analysis of the datum 1.2:

Based on the conversation datum 3 is a type of off-record strategy. In utterances **(can you make a project about the practice of note-taking in sequential interpretation?)**, which is an interrogative form, the function of the question is not a question that can expect an answer in the form **(yes or no)** but requires an answer **(complain)**. In addition, the conversation above creates a positive face for the speaker if the information or the lecturer's wishes can be understood so that later similarities will appear between the lecturers and students. The speaker in this strategy intends to provide information to the speaker.

Based on the highlighted sentence using the off-record (incomplete) sub-strategy. The words from the students' answers made the lecturer not satisfied with the results; therefore, the lecturer asked again.

(Datum 1.3)

> *Lecturer: What are the types of essays in the article?*
> *Student 1: Qualitative essays*
> *Lecturer: **Only that?***
> *Student 2: Same answer*
> *Lecturer: Qualitative?*
> *Student 3: Yes Ma'am*
> *Lecturer: Are you sure guys?*
> *Student 2: Yes Ma'am*

Context of the datum 1.3:

This situation occurred in the academic reading B class in semester 4. In the class, there is one lecturer and several students. They were in the process of closing classes for the day. Lecturers give introductions and ask questions to students. The student lecturer's remarks occurred on Monday, April 18, 2022, at 10.20 am.

Analysis of the datum 1.3:

Based on the conversation datum 4 is a type of off-record strategy in politeness strategy. The lecturer asked the students then the students' answers to the lecturer's questions were still not clear, so the lecturer asked many times because they were still confused by the students' answers.

Based on the highlighted sentence using the off-record (incomplete) sub-strategy. The words from the students' answers made the lecturer not satisfied with the results; therefore, the lecturer asked again.

b. On-Record – Bald On-Record

Bald on record strategy usually minimize the threat to the listener's face. Most often this strategy is used by speakers with very close interlocutors such as family or friends in a clear, simple, explicit, and direct manner what he wants or means. When the speaker states something that is less or more than what is needed, it will be relevant to the topic discussed and avoid ambiguity. This is intended to avoid misunderstandings and achieve efficiency but has the greatest risk of threatening the listener's face. However, it is different in the teaching and learning process, the

role of the lecturer here is to give orders or instructions and make requests. There are several sub-strategies of on-record-bald on-record include; showing disagreement, using imperative form, giving advice/suggestion, and requesting.

(Datum 2.1)

> *Lecturer: I think enough of our discussion of essay types today. Any question?*
> *Student 1: No Ma'am.*
> *Lecturer: **Okay**, Is it clear my student?*
> *Student 2: Yes, clear Ma'am.*
> *Student 3: Clear Ma'am.*

Context of the datum 2.1:

This situation occurs in class A academic reading learning in semester 4. In the class there is one lecturer and several students. They were in the process of closing classes for the day. Lecturers give introductions and ask students questions. The student lecturer statement occurred on Monday, April 18, 2022, at 10.20 am.

Analysis of the datum 2.1:

Based on the conversation of datum 1 is the type of bald-on record strategy in politeness strategies, lecturers use academic instructions but are more directive. The utterance **(okay)** at the beginning of the sentence means the student is listening to a fairly clear explanation. However, here the lecturer directly instructs students to do something, but not by coercion on students. Lecturer here has institutional power in the classroom so that their instructions are acceptable.

Based on datum 1, the highlighted utterance uses a sub-strategy (using imperative form) of on-record-bald on-record. The lecturer shows that he wants to prove to the student that he hopes to be receptive to getting the attention of the student. Besides, the lecturers here put on a negative face and use bald on record.

(Datum 2.2)

> *Lecturer: What kinds of paragraphs were discussed?*
> *Student 1: Classification.*
> *Lecturer: **Hello,** just that?*
> *Student 2: Definition Ma'am*
> *Student 3: Description and classification.*

Context of the datum 2.2:

This situation occurs in class A academic reading learning in semester 4. In the class, there is one lecturer and several students who are talking. They are in the process of explaining the types of essays and continuing the question-and-answer process for the day. Lecturers give introductions and ask students questions. The student lecturer's statement occurred on Thursday, April 14, 2022, at 10.20 am.

Analysis of the datum 2.2:

Based on the conversation datum 2 refers to the type of bald on-record strategy. Lecturers give questions to students but students answer questions directly and simply. So that the answers given by students are less or do not meet the answer criteria requested by the lecturer. The lecturer also said the word **(hello)** to repeat the question where the lecturer created a situation where the threat was minimized

implicitly. Therefore, it happened that the lecturer did not want to limit it implicitly and did not try hard to limit the threat to the listener's face.

The sub-strategy used in datum 3 is (requesting) on the on-record-bald on-record strategy. The lecturer says the word (hello) which gives a negative face to the students by asking them to answer the questions that have been given.

(Datum 2.3)

Student 1: Sir, can the recorded conversation be repeated?

Lecturer: Okay.

Lecturer: Please listen again so that there is no repetition of the conversation. Are you ready?

Student 1: Yes Sir.

Lecturer: **Okay, please listen!**

Context of the datum 2.3:

This situation occurs in class A listening learning in semester 2. In the class, there is one lecturer and 1 student who is talking. The student is asking the lecturer to repeat the recorded conversation. The student lecturer's statement occurred on Thursday, April 14, 2022, at 08.00 am.

Analysis of the datum 2.3:

The datum 3 refers to the bald on-record strategy because the lecturer uses academic instructions but is more directive. Utterances lecturer **(please listen again so that there is no repetition of the conversation),** the goal is that students can pay attention and listen carefully to reading difficulties. But the lecturers here

immediately tell the students to do something but do not pressure them, students. Therefore, lecturers have institutional power in the classroom so that students can accept their instructions.

Based on the datum 3 conversation, the highlighted utterance uses an on-record-bald on-record substrate (using the imperative form). The lecturer indicated that he wanted to prove to the students that he hoped to receive the attention of the students to listen back to the explanation of the material. In addition, the lecturer here puts on a negative face and uses a bald note.

c. On-Record – Negative Politeness

Negative politeness is oriented to the listener's negative face and emphasizes avoiding coercion on the listener. This strategy is an attitude that is usually used in dealing with the unpleasant face of the interlocutor and the speaker's desire to be free from obligations. When using this strategy, the speaker should emphasize the relative power of the listener to maintain social distance. There are ten negative politeness sub-strategies, according to Brown and Levinson (1987), including; being indirect, ask a question or dodge, pessimistic, minimize the demand load, express respect, apologize, personalization of speakers and interlocutors, placing a face-threatening act, nominalize the statement, and state whether the speaker has given kindness (debt) or not to the interlocutor.

(Datum 3.1)

> *Lecturer: After classification paragraph it should be?*
> *Student 1: Compare and Contrast.*
> *Lecturer: Yes, compare and contrast. **Can you correct this task?***
> *Student 1: Yes Ma'am.*
> *Lecturer: Good answer*

Context of the datum 3.1:

This situation occurs in academic learning to read class B in semester 4. In the class, there is one lecturer and one student who is talking. The lecturer repeats the previous material by asking students questions. The student lecturer's statement occurred on Monday, April 25, 2022, at 10.20 am.

Analysis of the datum 3.1:

Based on conversation of the datum 1 is a type of on-record-negative politeness strategy. There is a sentence **(can you correct this task?).** Conversation between lecturer and students indicate if the lecturer indirectly asks students to fix their answers. This process is polite because the lecturer does not directly direct his students to do what he wants, and vice versa when the lecturer does something indirectly because he does not want to put pressure on his students.

The sub-strategy used is (pessimistic) of on-record-negative politeness. The lecturer asked the students to correct the answers to the questions pessimistically, being careful to avoid offending students and not expecting that the answers would be accepted or rejected.

(Datum 3.2)

> *Lecturer: Before leaving the class, I will review the questions and answers about yesterday's material.*
>
> *Student 1: Okay Sir*
>
> *Student 2: Ready Sir*
>
> *Lecturer: **Can you repeat the answer to question number two?***
>
> *Student 1: Yes Sir.*

Context of the datum 3.2:

This situation occurs in listening class A in semester 2. In the class, there is one lecturer and there are several students who are talking. The lecturer after explaining the material the asked the students and the students asked for additional time in working on the assignment. The student lecturer's statement occurred on Thursday, April 14, 2022, at 08.00 am.

Analysis of the datum 3.2:

Based on the conversation, datum 2 is a type of politeness strategy on negative recordings. In the conversation quoted above, the lecturer gives questions to students to be answered by saying a sentence **(can you repeat the answer to question number two?)** which shows negative politeness strategies in the form of indirect speech acts.

The highlighted utterance on datum 2 are a sub-strategy (pessimist) on on-record-negative politeness. Lecturer want to ask questions by saying polite words to respect the student by saying sentences carefully.

(Datum 3.3)

> *Lecturer: Well, after studying the types of interpretation, let's move on to the following material.*
>
> *Student 1: Yes Ma'am*
>
> *Lecturer: The next material is about basic skills in interpreting. Does anyone know?*
>
> *Student 2: I'm Ma'am, I want to try to answer*
>
> *Lecturer: Okay please.*
>
> *Student 2: Have active listening skills and strive to improve them through self-training and have good memory retention skills.*
>
> *Lecturer: Good answer.* **Sorry**, *my students, we will continue the material next week.*

Context of the datum 3.3:

This situation occurs in class A interpreting learning in semester 4. In the class, there is one lecturer and there are several students who are talking. The lecturer after explaining the material immediately moved to the next material and immediately asked questions and there was one student who answered with an opinion. The student lecturer's statement took place on Monday, April 18, 2022, at 08.00 am.

Analysis of the datum 3.3:

Based on the conversation of datum 3 is a type of negative politeness strategy. In the sentence, there is the word **(sorry)** with the aim of realizing the

realization of negative politeness strategies for lecturers to students in the form of negative politeness in the form of apologizing. Communication will run smoothly if the speaker and the interlocutor respect each other like the conversation above, the lecturer apologizes to the students for continuing the material next week because there is an important agenda by saying sorry so that the conversation is polite. The above statement has very good politeness.

The speech highlighted in datum 3 is a sub-strategy (apologizing) for politeness which is recorded negatively. The lecturer apologized to the students for not continuing the material. Usually, the use of the word sorry is done in different ways according to their respective habits. Like the datum above, lecturers want to say polite words to answer questions with the aim of respecting their students.

(Datum 3.4)

> *Lecturer: What is the meaning of reduce?*
> *Student 1: Alright Ma'am*
> *Lecturer: Anyone,* ***can try to answer?***
> *Student 2: Menurunkan Ma'am.*
> *Lecturer: Yes, the correct answer.*

Context of the datum 3.4:

This situation occurs in class A listening learning in semester 2. In the class, there is one lecturer and there are several students who are talking. The class takes place in the question-and-answer process, the lecturer gives a question to the student

and then he answers it correctly. The student lecturer's statement occurred on Thursday, April 14, 2022, at 08.00 am.

Analysis of the datum 3.4:

The conversation of datum 4 is a type of negative politeness strategy. Conversation **(can try to answer?)** refers to a pessimistic type of speech or is a type of negative politeness strategy. This refers to the type of negative politeness because there is the word **(can)** which means that the lecturer does not want to impose his will in answering questions addressed to his students. This process is polite because the lecturer does not directly direct the student to do what he wants, and vice versa when the student does something indirectly because he does not want to pressure the lecturer.

The utterances highlighted in datum 4 are sub-strategies (expressing respect) on politeness which is recorded negatively. Lecturers want their students to answer the questions given in a polite manner in the form of expressing the lecturer's concern for students by saying greetings in his speech.

(Datum 3.5)

Lecturer: What is market?

Student 1: A market is a place where buyers and sellers can meet to facilitate the exchange or transaction of goods and services.

*Lecturer: Good answer. **May I know the answer of number 3?***

Student 2: Yes Ma'am

Lecturer: Okay Please.

Context of the datum 3.5:

This situation occurs in class A English learning in semester 2. In the class, there is one lecturer and there are several students who are talking. The class took place after the teacher explained the material and then proceeded to the question-and-answer process, the lecturer asked the students questions and then they answered correctly. The student lecturer's statement took place on Tuesday, April 25, 2022, at 09.10 am.

Analysis of the datum 3.5:

Datum 5 conversation is one type of negative-recorded politeness strategy. Lecturers provide opportunities for students to try to answer a number of questions.

After student 1 answered the question given by the lecturer, then the lecturer asked again by saying the sentence (*may I know the answer of number 3?*) This speech refers to the politeness strategy in conversations carried out by lecturers and students. The word **(may)** shows the lecturer's indirect request to students. Lecturer who uses indirect requests here mean to be polite by showing their response to the offer given to their students.

The speech that is highlighted in datum 5 is a sub-strategy (expressing respect) on politeness which is recorded negatively. The lecturer gives questions to students by saying polite speech and this speech implies that the teacher wants to show a good attitude that he considers as an indicator of politeness.

(Datum 3.6)

Lecturer: Today we will discuss the main idea. Are you ready guys?

Student 1: Ready Ma'am.

Student 2: Yes Ma'am

*Lecturer: What do you know about main idea? **Can you answer this question?***

Student 1: In my mind, the main idea is what the text is mostly about.

Lecturer: Good answer, thank you. Another opinion guys?

Context of the datum 3.6:

This situation occurs in academic learning to read class B in semester 4. In the class, there is one lecturer and there are several students who are talking. The learning process begins by asking questions and students answer with their opinions. The student lecturer's statement occurred on Monday, April 25, 2022, at 10.20 am.

Analysis of the datum 3.6:

Based on the conversation, datum 6 is a type of negative politeness strategy that is recorded. Lecturers give questions to students indirectly by saying **(can you answer this question?).** The speech is said to be polite because the lecturer does not directly instruct students to do what they want. On the contrary, he did it indirectly because the lecturer did not want to put pressure on the students.

The above utterance is a sub-strategy (asking a question or asking a reason) on on-record-negative politeness. Lecturers ask questions and students answer by giving clear answers or reasons.

(Datum 3.7)

> *Student 1: What time does the written exam start tomorrow, Ma'am?*
> *Lecturer: 6.30*
> *Student 1: How many hours Ma'am?*
> *Lecturer: One and a half hour my students.*
> *Student 1: Okay Ma'am.*

Context of the datum 3.7:

This situation occurs in class A listening learning in semester 2. In the class, there is one lecturer and there is one student talking to each other. Students ask their lecturers about the exam and are answered by the lecturer. The student lecturer's statement occurred on Monday, April 21, 2022, at 08.00 am.

Analysis of the datum 3.7:

Based on the conversation datum 7 is a type of on-record-negative politeness strategy. Lecturers and students talk to each other, which is referred to as the type of negative politeness strategy because ideally, students can find out information about the schedule and time of the written exam or can ask directly to the faculty unless there is information that students must get now from the lecturer or there is a change in schedule and time.

The conversation above is a sub-strategy (pessimistic) in on-record-negative politeness. Students ask something to the lecturer pessimistically by saying polite words or being careful in conveying questions.

(Datum 3.8)

> *Lecturer: Who will comment on the picture of part A?*
>
> *Student 1: Can I try it Sir?*
>
> *Lecturer: Yes.*
>
> *Student 1: I will answer picture part A, traditional market is a meeting place for sellers and buyers, which is marked by a direct transaction that usually begins with a price bargaining process.*
>
> *Lecturer: Okay good comment, thank you.*
>
> *Student 1: Your welcome Sir.*
>
> *Lecturer: All students, **can you collect your answers after class is over to my desk?***
>
> *Student 1: Yes Sir*

Context of the datum 3.8:

This situation occurs in class A English learning in semester 2. In the class, there is one lecturer and there is one student talking to each other. Before the conversation took place, the lecturer had asked the students a question and then he answered with a clear answer. The student lecturer's statement took place on Monday, April 25, 2022, at 09.10 am.

Analysis of the datum 3.8:

The conversation of datum 8 is a type of negative politeness strategy. Lecturer's speech to students who say the word **(can)** indirectly. This is because there is a word **(can)** where the lecturer does not want to impose his will in answering the questions given to his students. In addition, if given the opportunity to answer, students will answer but if not given the opportunity, students will not

do it. The conversation above is polite in interacting because the lecturer calls soft sentences and respects students.

Based on the speech highlighted in datum 8, a sub-strategy (expressing respect) on politeness is recorded negatively. The lecturer gives questions to students by using the form of expressing the lecturer's concern for students by saying greetings in his speech.

(Datum 3.9)

Lecturer: Next question, anyone can answer?

Student 1: Can I answer question number 6?

Lecturer: Okay, can you please.

Student 1: This article is that there is a strong relationship between self-efficacy and metacognitive reading strategies, most graduates have high levels of self-efficacy in the academic reading process, and finding the meaning and special understanding of unfamiliar words is difficult. Further research could investigate self-efficacy and metacognitive strategies in studying other subjects and how they correlate with each other.

Lecturer: Thank you for the answer.

Student 1: Your welcome Ma'am.

*Lecturer: **Sorry,** my students I think that's enough material for today.*

Student 2: Alright Ma'am.

Student 3: Yes Ma'am.

Context of the datum 3.9:

This situation occurs in academic learning to read class A in semester 4. In the class, there is one lecturer and there are several students talking to each other. Before the conversation took place, the lecturer had asked the students a question

and then he answered with a clear answer. The student lecturer's statement took place on Thursday, April 21, 2022, at 10.20 am.

Analysis of the datum 3.9:

Based on the conversations of datum 9 is a type of negative politeness strategy. Conversations Lecturer and students use apologies as a way of conveying politeness in language. The sentence **(sorry)** is the use of apology. In addition, the use of apologies is done because of the social distance and intimacy between lecturers and students. The purpose of social distance is the existence of a power relationship between a powerful lecturer and a student who acts as the person being controlled.

Based on the highlighted utterance in datum 9 using a sub-strategy (apologizing) on negatively recorded politeness. Lecturer use the word sorry at the beginning of the discussion to respect the student, therefore he uses the sub-strategy of apologizing.

(Datum 3.10)

> *Lecturer: Have a question for today's task part of "cooking"?*
> *Student 1: No Ma'am*
> *Lecturer: Okay, **can you study harder before the exam takes place?***
> *Student 1: Yes Ma'am*
> *Student 2: Alright Ma'am*
> *Lecturer: Okay, thank you.*

Context of the datum 3.10:

This situation occurs in class B listening learning in semester 2. In the class, there is one lecturer and there are several students talking to each other. The class started with the lecturer explaining the material and then giving students the opportunity to ask questions, but the students asked about the timing of the assignment. The student lecturer's statement occurred on Friday, April 15, 2022, at 08.00 am.

Analysis of the datum 3.10:

Based on the conversation, datum 11 is a type of negative politeness strategy because the lecturer says a sentence to the student **(can you study harder before the exam takes place?)** where the lecturer makes an indirect request to the student. In addition, lecturers have more power than other students so requests are not directly used in creating polite interactions.

The utterance highlighted in datum 11 is a sub-strategy (minimizing the burden of demand) on politeness which is recorded as negative. The lecturer asked the students to study harder so that the students graduated with satisfactory grades.

d. On-Record – Positive Politeness

Positive politeness minimizes the threat to the listener's face. Positive politeness strategy is a strategy in conducting FTA by saving face or maintaining a positive face of the interlocutor. Positive politeness usually occurs in friendship groups where people are in fairly good social situations with one another. This

strategy is oriented to the satisfaction of the listener's positive face. Usually, this strategy is used to get closer to someone by saying something that shows something of intimacy and approval. In the teaching and learning process, this strategy usually appears at the beginning of learning.

There are several sub-strategies of on-record-positive politeness according to Brown and Levinson (1987) are divided into fifteen, namely; pay attention to the likes, desires, and needs of listeners, exaggerating attention, approval, and sympathy for the listener, intensify the listener's attention with events or facts, using group identity markers (greeting forms, jargon and dialects), seek agreement on a general topic or repeat part or all of the utterance, avoid disagreement by pretending to agree, equating assumptions into public opinion, jokes, adding or agreeing to the opinion of the interlocutor, offer help or promise, be optimistic, involving speakers and interlocutors in activities, give or ask the reason, assuming or displaying similarity of actions, and giving gifts or say thank you.

(Datum 4.1)

> *Lecturer: **All my beloved students** do you have any questions?*
> *Student 1: No **Ma'am***
> *Lecturer: Okay, let's do the task on the next page.*
> *Student 2: Yes **Ma'am***
> *Student 3: Okay **Ma'am.***

Context of the datum 4.1:

This situation occurs in class B interpreting learning in semester 4. In the class, there is one lecturer and there are several students talking to each other. Lecturers give time for students to ask questions but no one asks. The student lecturer's statement occurred on Wednesday, April 20, 2022, at 08.00 am.

Analysis of the datum 4.1:

Based on the conversation of datum 1 refers to the types of on-record-positive politeness strategies. The lecturer gave very polite instructions to the students **(let's do the task on the next page)** the lecturer's speech delivered to the students sounded friendly as if to attract attention. Because in the sentence spoken by the lecturer, there is the word (all) students not to feel pressured to do the next task. Therefore, the conversations spoken by lecturers to students are more polite. Not only that, but student conversations here also raise the greeting **(Ma'am),** which is shown as their respect for their lecturers.

The sub-strategy in datum 1 is highlighted using the sub-strategy (using group identity markers) of on-record-positive politeness. The first is in the word (all my beloved student) which is a sub-strategy of group identity markers, the lecturer greets the students whose markers indicate their identity of the students. The second, students greeted the lecturer again by saying greetings (Ma'am) to behave politely.

(Datum 4.2)

Lecturer: Before we move on to the next material, let's review next week's material.

*Student 1: Okay **Ma'am***

*Lecturer: **For all students**, can you mention how to write a paragraph?*

*Student 2: Prewriting paragraphs **Ma'am.***

*Student 3: Writing paragraphs **Ma'am.***

*Student 4: Editing paragraphs **Ma'am.***

Lecturer: Okay, good answer.

Context of the datum 4.2:

This situation occurs in academic learning to read class A in semester 4. In the class, there is one lecturer and there are several students talking to each other. Lecturers ask questions and students answer clearly. The student lecturer's statement took place on Thursday, April 21, 2022, at 10.20 am.

Analysis of the datum 4.2:

The conversation of datum 2 refers to the types of positive politeness strategies. The word **(all)** here indicates that the lecturer uses group identity to ask students to mention **"how to write a paragraph"** which has been described previously. Lecturers instruct their students in a polite manner and students also answer questions. In addition, there is a greeting term **(Ma'am)** with the intent and purpose of showing respect to the lecturer and this is what causes interactions between lecturers and students to occur in a polite manner.

Based on the highlighted utterances, it is a sub-strategy (using group identity markers) on on-record-positive politeness. The utterance all is addressed to the students in the class to answer the questions.

(Datum 4.3)

> *Lecturer: What is the purpose of the writer to conduct the study?*
>
> *Student 1: This study aimed to find out the correlation between student's self-efficacy and metacognitive reading strategies, their perceptions of self-efficacy, and their metacognitive strategies.*
>
> *Student 2: The purpose of the writer to conduct the study was to find out the correlation between students' self-efficacy and metacognitive reading strategies, their perceptions of self- efficacy, and their metacognitive strategies.*
>
> *Lecturer: Another answer?*

Context of the datum 4.3:

This situation occurs in academic learning to read class A in semester 4. In the class, there is one lecturer and there are several students talking to each other. Lecturers ask questions and students answer clearly. The student lecturer's statement took place on Thursday, April 21, 2022, at 10.20 am.

Analysis of the datum 4.3:

Based on the conversation of datum 3 refers to the types of positive politeness strategies. The lecturer asked the students about the author's intent, then the students answered clearly or in more detail with the aim that the lecturer could understand the intent of the student. The strategy used by these students is to clarify some misunderstandings by making other sentences that are clearer to understand.

The conversation above uses a sub-strategy (asking questions or asking for reasons) on recorded positive politeness. Lecturers ask questions to their students, then students answer them clearly and completely. Lecturer are satisfied with their answers, which builds intimacy between lecturers and students.

(Datum 4.4)

> *Lecturer: Any question for UTS project **my students***?
>
> *Student 1: No **Sir.***
>
> *Student 1: **Sir,** can you start working on the UTS project listening on Monday?*
>
> *Lecturer: Yes, can you please*
>
> *Student 1: Ok **Sir**, thank you*

Context of the datum 4.4:

This situation occurs in class B listening learning in semester 2. In the class, there is one lecturer and there is one student talking to each other. The lecturer asked questions about the UTS project and the student asked. The student lecturer's statement occurred on Friday, April 29, 2022, at 08.00 am.

Analysis of the datum 4.4:

Based on the conversation, datum 4 refers to the types of on-record-positive politeness strategies. The lecturer makes a polite statement for the students to answer. Then, students ask lecturers to listen to courses about working on the UTS project. This is very reasonable to do and ask the lecturer so that there are no

misunderstandings in project work. In addition, students are very polite in asking questions because they use the greeting (Sir) to respect their lecturers.

The sub-strategy used is based on the conversation above (providing the information) on on-record-positive politeness. The lecturer asked about the work on the UTS project to be done on Monday and then the lecturer answered using a positive face with the answer that students expected. In addition, the word (Sir) in this conversation is a sub-strategy (using identity markers) to be more polite to lecturer.

(Datum 4.5)

> *Lecturer: What is self-efficacy? Who wants to try to answer?*
> *Student 1: Me **Ma'am***
> *Lecturer: Yes, please*
> *Student 1: Self-efficacy is a person's belief in their ability to succeed in a particular situation.*

Context of the datum 4.5:

This situation occurs in academic learning to listen to class B in semester 4. In the class, there is one lecturer and there is one student talking to each other. Lecturers provide opportunities for students to answer questions and then the student's answers. The student lecturer's statement took place on Monday, April 25, 2022, at 10.20 am.

Analysis of the datum 4.5:

The conversation of datum 5 refers to the types of on-record positive politeness strategies. The lecturer asks the students questions and then the students answer the questions. Lecturers ask politely during the learning process in the question-and-answer session because it provides an opportunity to try to answer student questions. In addition, students say greetings **(Ma'am)** which shows that they show respect to their lecturers.

The conversation above uses a sub-strategy (asking a question or asking a reason) in the recorded positive politeness. The lecturer gives questions to the students, then allows the students and the students to answer them clearly and thoroughly. Therefore, the answers from the students made the lecturers satisfied. Using another sub-strategy (using identity markers), students are polite to their lecturers, respecting their lecturers by using the greeting (Ma'am).

(Datum 4.6)

> *Lecturer: Is this article difficult to understand?*
>
> *Student 1: Yes **Ma'am.***
>
> *Lecturer: Why this article difficult?*
>
> *Student 1: Because in some parts such as the researcher explaining data a quantitative method, I do not really understand because I might depend on me, I don't like numbers that are too complicated even if it's the correct data.*
>
> *Student 2: **Yes Ma'am,** because the article uses language that is easy to understand.*

Context of the datum 4.6:

This situation occurs in interpreting class A in semester 4. In the class, there is one lecturer and there are several students talking to each other. Lecturers provide opportunities for students to answer the questions given and the students answer correctly and clearly. The student lecturer's statement occurred on Monday, April 25, 2022, at 08.00 am.

Analysis of the datum 4.6:

Based on the conversation of datum 6 is a type of positive politeness strategy because students try to convince their lecturers by giving various reasons so that the lecturers are expected to agree with the student's answers. This strategy is used to clarify and let lecturers know why they are doing this. Students want their lecturers to agree with their answers after explaining the reasons. In addition, students say greetings **(Ma'am)** which shows that they show respect to their lecturers.

The conversation above refers to a sub-strategy (asking a question or asking a reason) in recorded positive politeness. The lecturer asked the students questions, then the students answered the questions clearly and explained the reasons why the article was understood. In addition, there is another sub-strategy (using identity markers), students are polite to their lecturers, respecting their lecturers by using the greeting (Ma'am).

(Datum 4.7)

Lecturer: I give five minutes to comment on the pictures in your package book.

*Student 1: **Yes Ma'am.***

Lecturer: Those who have finished can directly comment on the picture and explain. Can anyone try?

Student 2: Me Ma'am. On picture there is a toy department store, a favorite place for small children. There are various kinds of toys for sale and the prices are affordable especially now that there are big discounts.

Lecturer: Good answer.

Context of the datum 4.7:

This situation occurs in class B listening learning in semester 2. In the class, there is one lecturer and there are several students talking to each other. Lecturers provide opportunities for students to answer the questions given and the students answer correctly and clearly. The student lecturer's statement occurred on Friday, April 12, 2022, at 08.00 am.

Analysis of the datum 4.7:

The conversation of datum 7 refers to the types of positive politeness strategies. In classroom activities where the lecturer gives assignments to students, then students respond by answering (**yes, Ma'am**). In addition, the conversation above is said to be polite because students respond to the lecturer's statement and then use the greeting term (**Ma'am**) which is a formal greeting that students must use when talking to their lecturers. The purpose of using the greeting (**Ma'am**) here is to get a sense of closeness between lecturers and students.

The highlighted utterance is a sub-strategy (using identity markers) on-record-positive politeness. Students are polite to their lecturers with appropriate

words to say. In addition, this student speech is a form of formal greeting that must be used by students when communicating with lecturers.

(Datum 4.8)

> *Lecturer: I think that's all for today, do you have any question guys?*
> *Student 2: No **Ma'am***
> *Lecturer: Okay that's all. **Thank you**, guys.*
> *Student 3: Your welcome Ma'am*
> *Student 4: Alright **Ma'am.***

Context of the datum 4.8:

This situation occurs in class B interpreting learning in semester 4. In the class, there is one lecturer and there are several students talking to each other. Lecturers provide opportunities for students to ask questions before ending the class. The student lecturer's statement occurred on Wednesday, April 27 2022, at 08.00 am.

Analysis of the datum 4.8:

Based on the conversation of datum 8 is a type of on-record-positive politeness strategy because the lecturer gives polite instructions to students. The lecturer's speech above is very friendly to students even though there are indications of instructions. Then the lecturer says **(thank you)** to the students which is a polite sentence spoken with the intention of establishing intimacy between lecturers and students. In addition, students also use the greeting term **(Ma'am)** in their responses

with the aim of showing respect for students to lecturers who make interactions between lecturers and students occur in a polite manner.

The highlighted conversation refers to the sub-strategy (saying thank you) on on-record-positive politeness. The lecturer thanked the students for attending today's class. By saying thank you, the speech shows the positive faces of students and lecturers by using polite language. In addition, another sub-strategy underlined in (using identity markers) students use the greeting (Ma'am) to behave politely toward lecturer.

(Datum 4.9)

> *Lecturer: When you hear the word "qualitative" what comes to your mind?*
> *Student 1: Description something Ma'am.*
> *Lecturer: Other please?*
> *Student 2: Same answer **Ma'am.***

Context of the datum 4.9:

This situation occurs in academic learning to read class A in semester 4. In the class there is one lecturer and there are several students talking to each other. Lecturers provide opportunities for students to answer questions. The student lecturer's statement took place on Thursday, May 12, 2022 at 10.50 am.

Analysis of the datum 4.9:

The conversation of datum 9 is a type of positive politeness strategy. The lecturer gives questions to students, and then students answer these questions with

answers that match the criteria for the answers that the lecturers want. In addition, students used the greeting term **(Ma'am)** in their responses to show their respect for the lecturer, which made the interaction between them proceed politely.

The sub-strategy used in the conversation above is in the form of (indirectly expressing the expression). Lecturers ask questions to their students, and then they answer with explicit speech or not the same. The student's answer still requires a high level of understanding to understand the meaning, so the lecturer asked twice. In addition, the sub-strategy used is (using identity markers) students answer the lecturer's questions by using greeting (Ma'am).

(Datum 4.10)

> *Lecturer: What are the characteristics that make the article quantitative?*
>
> *Student 1: Typically, there is already an experimental word and using experimental method is said to be quantitative.*
>
> *Lecturer: Okay, very good.*
>
> *Student 1: **Thank you Ma'am.***
>
> *Lecturer: Anyone can answer?*

Context of the datum 4.10:

This situation occurs in class B interpreting learning in semester 4. In the class, there is one lecturer and one student talking to each other. Lecturers provide opportunities for students to answer the questions given. The student lecturer's statement occurred on Wednesday, May 11, 2022, at 08.00 am.

Analysis of the datum 4.10:

Based on the conversation of datum 10 is a type of on-record-positive politeness strategy. The lecturer gives questions to students, then students answer by answering more clearly with the aim that the lecturer understands the student's intentions. In addition, students use the greeting term **(Ma'am)** to respect their lecturers and this is what makes the interaction between lecturers and students take place in a polite manner. In the last conversation, students thanked their lecturers with the aim of showing students positive faces to the lecturers by using polite language.

The highlighted conversation refers to the sub-strategy (saying thank you) to the recorded positive politeness. Students thank the lecturer by showing a positive face by using polite language. In addition, other sub-strategi underlined in (using identity markers) students use the greeting (Ma'am) to behave politely towards lecturer.

(Datum 4.11)

Lecturer: What is acquisition?

*Student 1: Acquisition is the act of getting or receiving something or the item that was received **Ma'am.***

*Lecturer: **Very good** answer.*

Context of the datum 4.11:

This situation occurs in class A interpreting learning in semester 4. In the class, there is one lecturer and one student who talk to each other. Lecturers provide

opportunities for students to answer the questions given. The student lecturer's statement occurred on Monday, May 9, 2022, at 08.00 am.

Analysis of the datum 4.11:

The conversation of the datum 11 is a type of politeness strategy in asking questions or asking reasons. Lecturer speech is considered polite because it uses indirect speech in conveying questions to students. Students respond with answers that match the answer criteria desired by the lecturer. The lecturer desire to ask questions to his students was motivated by a warm class atmosphere with debates. In addition, students use the greeting term **(Ma'am)** to respect their lecturers and this is what makes the interaction between lecturers and students take place in a polite manner.

The highlighted conversation is a sub-strategy (giving gifts) on on-record-positive politeness. Lecturer appreciate students for answering questions properly and correctly by saying sentences (very good). In addition, other sub-strategi underlined in (using identity markers) students use the greeting (Ma'am) to behave politely towards lecturer.

(Datum 4.12)

> *Lecturer: Okay, do you know what types of interpreting?*
> *Student 1: No, **Ma'am**.*
> *Lecturer: Are you sure? Try to find out what are the types of interpreting?*
> *Student 2: Simultaneous interpretation.*
> *Lecturer: What else?*
> *Student 3: Consecutive interpretation.*

Lecturer: The correct answer. Anything else?

Context of the datum 4.12:

This situation occurs in class B interpreting learning in semester 4. In the class, there is one lecturer and several students talking to each other. The lecturer gave the students questions to the students to answer and there were three students who answered. The student lecturer's statement occurred on Wednesday, May 11, 2022, at 08.00 am.

Analysis of the datum 4.12:

Based on the conversation of datum 12 is a type of on-record-positive politeness strategy, where the lecturer provides opportunities for students to actively participate in the question-and-answer process. This activity will reduce the lecturer power in classroom interaction. Usually, students use short expressions in answering the lecturer's questions because of inadequate knowledge of English language skills. In addition, students use the greeting term **(Ma'am)** spoken by students to show their respect for their lecturers and this is what makes the conversation polite because they respect each other.

The conversation above uses a sub-strategy (asking a question or asking a reason) in recording positive politeness. Lecturers ask students questions, then students answer questions clearly and answer questions for various reasons. In addition, there is an underlined sub-strategy (using identity markers), students are polite to their lecturers, respecting their lecturers by using the greeting (Ma'am).

2. What functions of politeness strategies are used in lecturer conversations at IAIN Palopo?

Based on the finding of previous data analysis, the researchers found that there were four types of politeness strategies used by lecturers in conversations that focused on question-and-answer in class including off-record, on-record-bald on-record, on-record-negative politeness and on-record-record-positive politeness. Each type of politeness strategy of course has its own function which is usually referred to as a sub-strategy.

There are several sub-strategies found first off-record strategy, namely, be incomplete and implicature (using rhetorical questions) it can be seen in the datum (1.1, 1.2, and 1.3). The second is the on-record-bald on-record function used by the lecturer in conversation, there are using imperative form and requesting it can be seen in the datum (2.1, 2.2, and 2.3). The third is the on-record-negative politeness strategy, it is found that there are several functions including pessimistic, express respect, apologize, minimize request load, and asking a question or asking a reason it can be seen in the datum (3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, and 3.10). The fourth is on-record-positive politeness, lecturers use several functions, namely using group identity markers (greeting forms, jargon, and dialects), give gifts or saying thank you, and give or asking the reason it can be seen in the datum (4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, and 4.12).

B. Discussion

This section discusses the findings of this study. This study investigates politeness strategies in conversations lecturer in the classroom in the question-and-answer process. They are related to the types and functions of politeness strategies in question-and-answer interactions in class at IAIN Palopo in the English education department. Below is an explanation of the types of politeness strategies used in this study.

1. **Off-Record**

Off-record is an indirect strategy that uses indirect language and deprives the speaker of the potential to impress. The purpose of this strategy is to reduce the pressure from the listener. Therefore, the speaker is doing something vaguely that can be interpreted by the listener as another action. Off-record is a rarely used strategy because, usually, many people do not know what the word means. In teaching and learning process, only a few teachers use this strategy. Examples of data analysis from conversations lecturer in the question-and-answer process in class regarding off-record can be seen in the data (1.1), (1.2), and (1.3).

2. On- record – Bald On-Record

Bald On-Record or commonly referred to as a no-nonsense direct strategy. In this strategy, the speaker does nothing to minimize the threat to the speaker's self-image. The speaker performs the speech act directly and clearly. The use of this strategy can be said that the speaker's desire to maximize the efficiency of the speech act under any circumstances is greater than the speaker's desire to respect the self-image of the speaker. Also, this strategy is more likely to surprise the person you're talking to, embarrass them, or make them a little uncomfortable. Examples of data analysis from conversations lecturer in the question-and-answer process in class regarding on-record - bald on-record can be seen in the data (2.1), (2.2), and (2.3).

3. On-record – Negative Politeness

This strategy focuses on the listener's negative face and emphasizes avoiding the listener's coercion. Negative decency is meant to avoid giving offenses by showing respect. In addition, this strategy can also be said to be an individual desire that is not hindered by others. Most people know that this strategy, when used by the speaker, should emphasize the relative power of the listener in social distancing. Examples of data analysis from conversations lecturer in the question-and-answer process in class regarding on-record - negative politeness can be seen in the data (3.1), (3.2), (3.3), (3.4), (3.5), (3.6), (3.7), (3.8), (3.9), and (3.10)

4. On-record – Positive Politeness

This strategy focuses on the satisfaction of positive face-oriented listeners. The speaker shows his appreciation with the agreement of familiarity in building closeness between the listeners. This strategy seeks to avoid conflicts through some positive politeness including solidarity, friendship, and praise. In addition, this strategy is mostly used by someone to get closer to others by saying something that displays intimacy and approval.

Examples of data analysis from conversations lecturers in the question-and-answer process in class regarding on-record - positive politeness can be seen in the data (4.1), (4.2), (4.3), (4.4), (4.5), (4.6), (4.7), (4.8), (4.9), (4.10), (4.11), and (4.12).

Off-record, on-record-bald on-record, on-record-negative politeness, and on-record-positive politeness were established in this study. The on-record-positive politeness and on-record-negative politeness methods are the most common strategies employed in conversations lecturer in a question-and-answer class. The reason this method is so popular is that it seeks to keep both a good and a negative face. This is the most courteous method to apply in an academic setting, particularly throughout the question-and-answer process in class, so that lecturer can retain courtesy with one another. Furthermore, lecturers rarely use off-record and on-record-bald on-record strategies. The reasoning, according to the study, is that the on-record-bald on-record strategies are an approach to minimize the impacts of threatening faces, both negative and positive expressions. This method is

unsuccessful in an academic setting, particularly in schools or colleges, where instructors and students must engage politely. The following off-the-record strategies are rarely utilized in lecturer conversations since it seeks to fix the problem through satire, making it hard for lecturers and students to criticize each other in the classroom.

This study found a uniqueness that was seen from the perspective of using one type and the same two functions of politeness strategies in lecturer conversations in the question-and-answer process in class. In datum 3.2, the utterances on-record-negative politeness strategy (Can you repeat the answer to question number two?) can use two functions, namely the function of on-record-negative politeness, and the pessimistic sub-strategy because the speaker does not want to force his will in asking carefully. In the on-record-positive politeness, using the sub-strategy of asking questions and giving reasons, because the sub-strategy uses declarative sentences with the aim of asking something the student wants to ask the lecturer by way of polite and indirect speech.

The following discussion deals with the analysis of similarities and differences between previous studies from several journals. This study is related to the politeness strategies of lecturers and students in conversation in the question-and-answer process in class. The study entitled "politeness strategies in teacher-student WhatsApp communication" was researched by Herri Mulyono, Debby Rizki, and Gunawan Suryoputro in 2019. The similarity of this study is the focus on politeness strategies and the use of theory according to Brown and Levinson

(1987), which classifies four strategies. While the difference between the studies conducted by Herri, Debby, and Gunawan lies in the object of study, which focuses on analyzing the use of politeness strategies in WhatsApp communication in EFL secondary schools, this study focuses on the use of politeness strategies in conversations lecturer which is focused on the question-and-answer process at IAIN Palopo.

Another study entitled "Politeness strategies in children communication at Indonesia religious kindergarten" by Nurfiaeni Asjuh in 2018. The study focused on the linguistic responses of boys and girls aged four to six years. The similarity with this study is in the use of theory by Brown and Levinson (1987) as a data analysis tool. The difference from the study conducted by Nurfiaeni Asjuh lies in the object of research which is focused on analyzing the politeness strategies used by children in speaking in the communication class when doing assignments. Meanwhile, this study focuses on analyzing conversations lecturers in a question-and-answer class at the IAIN Palopo.

This study aims to solve the gap by investigated the politeness strategies used by lecturers in question-and-answer conversations in class. The researcher states that this gap needs to be filled to offer insight into politeness strategies. This study is also a starting point for future researchers who are interested in studying politeness strategies. These findings can later be filled with research holes, and readers can gain new insights into politeness strategies.

The significance of this study includes politeness strategies in conversations lecturers in a two-part question and answer process in class. First, the theoretical findings of this study have the potential to provide many references and scientific insights, especially in the field of linguistics and politeness strategies, both in terms of type and function. Second, this research has many practical implications in terms of fresh information that will be very useful and will expand knowledge about politeness methods. Furthermore, this research can be used as reading material for English Literature students, as well as providing more information to lecturers who help students through understanding politeness strategies.

The politeness strategy of lecturers in question-and-answer conversations in class uses four strategies, namely off-record, on-record-bald on-record, on-record-negative politeness, and on-record-positive politeness. The first, off-record strategy in conversation is realized into two functions or sub-strategies, namely, incomplete (using ambiguous speech acts) and implicature (using rhetorical questions). The second strategy on-record-bald on-record in this study is realized into two functions or sub-strategies, namely, asking for and using the imperative form. Furthermore, the on-record-negative politeness strategy found four functions that manifested pessimism, expressing respect, apologizing, and minimizing the burden of requests.

The fourth strategy is on-record-positive politeness which is realized into three functions including using identity markers (greetings, jargon, and dialects), giving gifts or saying thank you, and asking questions and asking reasons. It can be concluded that if each function is used in the politeness strategy in the conversation

between lecturers and students that is devoted to question-and-answer in class, it is stated that each type used must have a different function from the politeness strategy.

CHAPTER V

CONCLUSION

This chapter the presents conclusions and suggestions. The first part is the conclusion of the study findings and results. While the second part is a suggestion related to recommendations for the further study.

A. Conclusion

Based on the findings and discussion of the data in the previous chapter, several conclusions can be drawn from the conversation's lecturers in the question-and-answer process in class. There are several types of politeness strategies used by lecturers in conversation, including off-record, on-record-bald on-record, on-record-negative politeness, and on-record positive politeness according to Brown and Levinson (1987).

There are three data from the off-record strategy, there are three data from the on-record-bald on-record strategy, there are ten data from the on-record-negative politeness strategy, and finally, there are twelve data from the on-record-positive politeness strategy. In the use of the strategy, it is mostly done in the situation of lecturers or students in giving instructions, encouraging, asking for

confirmation, asking for something, asking questions, asking for reasons, and handling. The use of politeness strategies in the conversion process lecturer that is devoted to question-and-answer in class can be influenced by several factors such as institutional, power, age differences, and social distance.

Generally, politeness strategies mostly indicated if the lecturers are aware of the differences that occur between them and their students. Their understanding also shows that as Indonesians they determine strategies when interacting that will not disturb their students who are older than their lecturers. The result of this thesis in a question-and-answer conversation in class is that politeness strategies are not only used to make someone polite in the interaction process but are also used to show awareness of being polite in front of others. Politeness can be achieved in conditions of distance or social closeness.

Therefore, it can be concluded that the politeness strategy according to Brown and Levinson (1987) is very suitable to be applied in classroom interactions, especially in the question-and-answer process in class. For college lecturers, it is very necessary to show a polite attitude in interacting with students in order to achieve effective class interaction.

B. Suggestion

The researcher hopes that lecturers, students and other people really need to know about politeness, especially the types and functions of politeness strategies according to experts and how it can happen. In addition, politeness strategies need

to be learned and applied in everyday life when interacting with each other. It is very important for us to make language especially English more interesting and fun and refuse to say words or sentences that are not polite to convey to others so that communication can run smoothly.

This section provides suggestions for other researchers as if students often speak impolitely with parents or lecturers so that lecturers can understand the background of students because not all of them are native speakers. Lecturers are also expected to be polite to students in interacting in the classroom. However, it can also be applied outside of study hours so that students are accustomed to being polite when interacting with other people. Suggestions for readers of polite speech in the community still need to be further improved to maintain social relations between fellow speakers properly and harmoniously.

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CURRICULUM VITAE

Z.B.Dhiya Syihab was born in Palopo on February 17, 2000. She graduated from the Datok Sulaiman Palopo Modern Islamic boarding school in 2018. While she was studying at the Islamic boarding school, she was active in learning and was active in the OPPMDS organization (datok sulaiman modern boarding school management organization) in the department of language. She continued his studies at the State Islamic University of Maulana Malik Ibrahim Malang on the island of Java at the humanities faculty majoring in English Literature in 2018 and finished in 2022.

APPENDIX

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS HUMANIORA
Jalan Gajayana 50 Malang 65144, CP. 08113031451
Website: http://humaniora.uin-malang.ac.id

Nomor   : 18/FHm/TL.00/04/2022   04 April
2022Hal   : Permohonan Izin Penelitian|

Kepada
Yth. Sebagai persyaratan untuk melakukan penelitian
yang dijadikan sebagai objek penelitian dan untuk
mengumpulkan data untuk melanjutkan penulisan
Bab 4.di
Jln. Agatis No 17 Iain Palopo,Kota Palopo,
Sulawesi Selatan.

Assalamu'alaikum wa Rahmatullahi wa Barakatuh.
Dalam rangka menyelesaikan tugas akhir kuliah (skripsi), kami mohon
diberikan izin penelitian di lembaga yang Bapak / Ibu pimpin kepada
mahasiswa :

Nama   : Z.B.Dhiya Syihab
NIM   18320061
Program Studi : Sastra Inggris
Judul   : Politeness strategies on classroom conversation
                 : Acase study of lecturer-student interaction in Iain
                 Palopo
Waktu   : 13 April 2022 sampai dengan 14 Mei
2022Demikian, atas perkenannya kami sampaikan terima
kasih. *Wassalamu'alaikum wa Rahmatullahi wa
Barakatuh.*

Scan QRCode ini

untuk verifikasi

Dekan

SURAT KETERANGAN
Nomor: 0893 In.19/FTIK/PP.00.9/05/2022

Yang bertanda tangan di bawah ini:

Nama : Dr. Nurdin K, M.Pd.

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Jabatan : Dekan Fakultas Tarbiyah Dan Ilmu Keguruan

Menerangkan dengan sebenarnya bahwa, yang tersebut namanya di bawah ini:

Nama : Z.B. Dhiya Syihab

NIM : 18320061

Program Studi : Sastra Inggris

Semester : VIII (Delapan)

Tahun Akademik : 2021/2022

Benar telah mengadakan penelitian di Institut Agama Islam Negeri (IAIN) Palopo pada tanggal 13 April 2022 s.d 14 Mei 2022 dalam rangka penyelesaian skripsi yang berjudul **"Politeness Strategies on Classroom Conversation : A Case Study of Lecturer Student Interaction in IAIN Palopo"**. Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 31 Mei 2022

Dekan,

Dr. Nurdin K, M.Pd.
NIP 19681231 199903 1 014

Table of types and function of politeness strategies

Types of Politeness Strategies	Functions
Off-record	• Inviting interpersonal • Implicature • Supposition • Be incomplete
On-record-Bald On-record	• Showing Disagreement • Using Imperative Form • Giving Advice/suggestion • Requesting
On-record-Negative Politeness	• Being indirect • Ask a question or dodge • Pessimistic • Minimize the demand load • Express respect • Apologize • Personalization of speakers and interlocutors • Placing a face-threatening act • Nominalize the statement • State whether the speaker has given kindness (debt) or not to the interlocutor
On-record-Positive Politeness	• Pay attention to the likes, desires, and needs of listeners. • Exaggerating attention, approval, and sympathy for the listener. • Intensify the listener's attention with events or facts. • Using group identity markers (greeting forms, jargon and dialects). • Seek agreement on a general topic or repeat part or all of the utterance. • Avoid disagreement by pretending to agree. • Equating assumptions into public opinion. • Jokes • Adding or agreeing to the opinion of the interlocutor. • Offer help or promise • Be optimistic. • Involving speakers and interlocutors in activities • Give or ask the reason. • Assuming or displaying similarity of actions • Giving gifts or say thank you

Table of functions from data 1 to 28

	Types	Functions	Datum	Utterances
1.	Off-record	• Be incomplete	1.1 1.3	Just that? Only that?
		• Implicature (using rhetorical questions)	1.2	Not.
2.	On-Record-Bald On-record	• Using Imperative Form	2.1 2.3	Okay Okay, please listen!
		• Requesting	2.2	Hello.
3.	On-Record-Negative Politeness	• Pessimistic	3.1	Can you correct this task?
			3.2	Can you repeat the answer to question number two?
			3.7	One and a half hour my students.
		• Express respect	3.4 3.5 3.8	Can try to answer? May I know the answer of number 3? Can
		• Apologize	3.3 3.10	Sorry. Sorry.
		• Minimize request load	3.10	Can you study harder before the exam takes place?
		• Asking a question or asking reason	3.6	Can you answer this question?
4.	On-Record-Positive Politeness	• Using group identity markers (greeting forms, jargon, and dialects).	4.1	All my beloved students, do you have any question?
			4.1	No Ma'am and Yes Ma'am.

		4.2	For all student
		4.2, 4.3, 4.9, 4.10, 4.11, and 4.12	Ma'am
		4.5	Me Ma'am
		4.4	Sir and Okay Sir
		4.7	Yes Ma'am.
		4.8	No Ma'am, Alright Ma'am, and do you have any question, guys?
	• Give gift or say thank you.	4.3	Thank you.
		4.8	Thank you, guys.
		4.10	Very good and
			Thank you, Ma'am.
		4.11	Very good answer.
	• Give or ask the reason	4.6	Why this article difficult?
		4.2	Can you mention how to write a paragraph?
		4.3	What is the purpose of the writer to conduct the study?
		4.7	Can anyone try?