Types of Politeness and Impoliteness Strategies of Lecturer and Students in English Education Classroom Interaction

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Abstract. The purpose of this study is to investigate the types of politeness and impoliteness used by Lecturer and Students in English Education Classroom. This study employed textual analysis design. This analysis applied Brown and Levison (1987) and Culpeper (1996). The sources of data were taken from 70 utterances which spoken by lecturer and students in classroom interaction at STKIP Budidaya Binjai. The findings revealed that there are four types of politeness strategies used by Lecturer and Students in classroom interaction. The Lecturer and Students used 30 Bald on Record, 8 Negative Politeness, 13 Positive Politeness and 7 Off Record. The findings also described that there are two types of impoliteness strategies used by Lecturer and Students in classroom interaction. The Lecturer and Students used 11 Positive Impoliteness, and 1 Negative Impoliteness.

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

1 Introduction

Classroom interaction is an essential aspect of the teaching and learning process. To establish effective classroom interactions in higher education, lecturers and students rely heavily on communication. One way to improve interpersonal interactions is to use polite language. To keep the connection joyful and avoid misunderstandings, teachers and students are encouraged to use polite language. However, both instructors and students use disrespectful language on a regular basis, either knowingly or unknowingly. Students must use formal language in the classroom, especially during debate and engagement. Furthermore, formal language interaction in the classroom is crucial for undergraduate students' speaking skills.

The issue of politeness and impoliteness that occurs in classroom interactions, particularly at the university level, requires further research. This research is important because the author wants to know which of the politeness and impoliteness strategies are used most frequently by

lecturers and students in classroom interactions. As a result, when the writer becomes a professor, he or she will be able to determine which method is most appropriate for use in learning activities at the university level. Politeness and impoliteness strategies used by lecturers and students can establish a peaceful and lively classroom environment in which teaching and learning activities can be carried out appropriately.

2 Methodology

The study employed a qualitative descriptive approach as the research design to analyze the politeness and impoliteness strategies of utterances employed by lecturers and students in the English Education program classroom interaction at STKIP Budidaya Binjai. Qualitative research is a direct source of data, with the primary tool being the researcher. [1] The purpose of qualitative research is to study how a theory applies to various phenomena by collecting evidence in the form of words rather than numbers.

The purpose of this study was to examine the different forms of politeness and impoliteness methods utilized by lecturers and students in English education classroom interactions. The authors described the various politeness and impoliteness strategies employed by lecturers and students during classroom interactions. The authors collected data in the classroom from one professor and one English education class at STKIP Budidaya Binjai. This investigation used data from a lecturer and student utterances.

3 Findings and Discussions

3.1 Types of Politeness Strategies
This study came up with various findings after a thorough investigation of the data. Their descriptions are as follows:

Table 1. Types of Politeness Strategies.

No.	Politeness Strategies	Lecturer	Students	Total
1	Off-Record	7	-	7
2	Bald on Record	30	-	30
3	Positive Politeness	6	7	13
4	Negative Politeness	6	2	8
	Total	49	9	58

Off-Record Strategy. An off-the-record statement is frequently ambiguous, allowing for numerous interpretations. The speaker gives a number of plausible interpretations and then leaves it up to the listener to decide how to interpret them. Off-the-record methods include giving hints, being imprecise, and being sarcastic or joking. This approach is solely utilized by the lecturer, and the data is as follows:

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

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

The previous statement can be classified as delivering association cues. In this method, the speaker gives a type of implication comparable to that produced by relevance violence by saying something related to the act asked by the listener. According to the data shown above, "You only keep chatting, Karen," the professor stated, implying, "Please turn off your phone and focus on the presentation." The instructor truly objected to her student's attitude of solely chatting during their friends' presentations, but she chose to go around it by stating something ambiguous.

Data 23/EF/OR. EF: *kan tadi lagi searching kan? What is culture?*

EF: "You were searching during the presentation, right? What is culture?

Karen: [hanya tertunduk diam]

Karen:[just bowed down]

According to the data above, the professor employed an ironic strategy as part of an off-the-record strategy. If there are indicators that his or her intended meaning is being conveyed indirectly, the speaker can indirectly convey it by saying the opposite of what he or she means. As the professor stated, "You were searching during the presentation, right?" this implies that the student did the reverse, such as not searching but instead using the smartphone for other purposes. The lecturer's intended meaning was delivered indirectly through this data.

Data 28/EF/OR. EF: "Good yaa.. eemmm.. The hours is still   morning but the weather is like afternoon yaa..

The lecturer used a strategy of delivering indications in the utterance above. She meant to add, "The hours are still morning, but the weather is like afternoon," because the weather was so hot while it was still early. However, the lecturer encouraged the students to look for interpretations for their probable relevance.

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

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

Mahasiswa: "yaa"

Students: "yaa"

The lecturer employed an overstatement strategy. In this method, the speaker exaggerates or selects a point on a scale that is higher than the actual situation. "For a long time, this class like the hell ya?" asked the professor in the data above. The phrase "the hell" exaggerates a scale that is higher than the actual state of affairs. Actually, the weather was not the same as it was in hell..

Bald on Record Strategy. One of the politeness strategies is explained as bald on record.The Bald on Record method is used to communicate the speaker's remark in a straightforward, clear, unambiguous, and brief manner. tremendous haste; speaking as if tremendous efficiency is required; task-oriented; little or no care to retain someone's face; alerting; welcomes; offers; and requests are all part of the bald on record method. Speakers speak openly about what they

intend to express to the audience, with no hidden intent. The lecturer employs the Bald on Record Strategy, and the data are as follows:

Data 18/EF/BoR. EF: *"Sebenarnya udah terpikir ya? Ungkapkan dulu pake bahasa. Ayo.."*

EF: "Actually, you already thought, right? Say it in language first. Come on.."

Data 22/EF/BoR. EF: *"Bahasa Inggrislah.. buka aja maskernya, tadi waktumain handphone buka masker.. ayooo"*

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

Data 24/EF/BoR. EF: *"Kamu tuliskan basic component on your culture!"*

EF: "You, Write down the basic components on your culture!"

The data in the instances above are utterances provided by a lecturer who employed the Bald on Record strategy while interacting with her pupils in class. This method is utilized when a professor explains the intention directly to students without courtesy or a joke, and it is referred to as "task-oriented." The utterances used by the lecturer above, such as "say it in language, take off your mask, write it down," were examples of how the lecturer wanted to convey the intention or provide the instruction straight, without any joke or hidden meaning, and to avoid ambiguity of what the lecturer wanted to deliver.

Data 34/EF/BoR. EF: *"Suara nya di kuatin yaa.. Volume nya yaa.."*

EF: "Turn up your voice, please. the volume"

Data 35/EF/BoR. EF: "Don't read this yaa.. only just explain one is your sentence about intercultural communication yaa.."

Data 25/EF/BoR. EF: *"Bisa ya di tulis yaa. Nggak usah banyak-banyak, 1 paragraf saja, dikumpul minggu depan."*

EF: "Can you write it down? You don't need much, just one paragraph, collected next week."

In the data instances above, the lecturer employed the Bald on Record method when interacting with her pupils in the classroom. This method is employed when the lecturer makes offers, requests, or ideas that are obviously in the best interests of the students and do not necessitate significant sacrifice on the part of the lecturer. The utterances used by the lecturer above, such as "Turn up your voice, please, don't read this yaa.., Can you write it down?" were examples of how the lecturer made explicit requests and suggestions to pupils.

Data 55/EF/BoR. EF: Oke… do it right now, submit at the end of this meeting

Data 58/EF/BoR. *EF: Ok, Minggu depan presentasi yaaa..*

EF: Ok, Present it next week

The data presented above demonstrated that the lecturer used the Bald on Record strategy with her students during classroom interaction. This strategy is utilized when the speaker is significantly more powerful than the hearer or when the speaker can mobilize audience support to demolish the hearer's face without losing his own. The words used by the lecturer above, such as "do it right now, present it next week," demonstrate how the lecturer has much

more power than the students, allowing lecturers to make decisions when students are required to follow out commands issued by lecturers.

Positive Politeness Strategy. Positive politeness is the practice of making the listener smile. To establish rapport with others, the speaker conveys thanks, approval, interest, and familiarity. Positive politeness strategies include: noticing, attending to the listener; exaggerating; intensifying interest in the listener; using an in-group identity marker; seeking agreement; avoiding disagreement, presuming/ rising / asserting common ground; joking; conveying that the speaker and the listener are cooperators; asserting or presuming the speaker's knowledge of and concern for the listener's wants; offering, promising; being optimistic Participate both the speaker and the listener in the activity; supply or request rationale; assume or demand reciprocity: meeting hearer's wishes; and deliver gifts to the hearer. Positive politeness was utilized in 13 utterances, 7 of which were spoken by students and 6 by the lecturer..

Negative Politeness Strategy. The negative politeness strategy seeks to decrease dangers to the negative face of the audience. Being indirect, using hedges or inquiries, limiting imposition, and apologizing can help achieve this. Being customarily indirect, questioning, hedging, being pessimistic, minimizing the imposition, showing deference, apologizing, and impersonalizing are all examples of negative politeness. The FTAs are offered as an example of a general norm that nominalizes and goes on record as not incurring debt or indebting the hearer by the speaker and hearer. Negative Politeness is employed in 8 utterances, 6 of which were spoken by the lecturer and 2 by the students.

3.2 Types of Impoliteness Strategies
This study came up with various findings after a thorough investigation of the data. Their descriptions are as follows:

Table 2. Types of Impoliteness Strategies

No.	Impoliteness Strategies	Lecturer	Students	Total
1	Bald on Record Impoliteness	-	-	0
2	Positive Impoliteness	-	11	11
3	Negative Impoliteness	-	1	1
4	Mock or Sarcasm Politeness	-	-	0
5	Withholding Politeness	-	-	0
	Total	0	12	12

Positive Impoliteness. Ignoring the other, excluding the other from an activity, being disinterested, uncaring, and unsympathetic, using incorrect identification markers, opaque or secretive language, seeking conflict, utilizing taboo phrases, and making disparaging remarks are all part of the strategy. People just expose their faces, such as a phony smile or a fake statement, but the purpose is to demonstrate disdain. Violence will be reduced as a result of this method since other people will not be upset by someone. The following data show that students employed the Positive Impoliteness strategy:
Data 2/SS/PI. EP : "Cuma hari senin aja dia ada ya?

Tidak ada jawaban
EF: "He only comes on Monday, right?"
No response
Data 3/SS/PI. EF: Oktavia? Yuni? Ananda? Ada ananda?
Tidak ada jawaban
EF: "Oktavia? Yuni? Ananda? Is there Ananda?"
No response
When responding to the professor and their friends in the cases above, the students adopted the Positive Impoliteness technique. When the speaker shows disrespect to the hearer by ignoring the other, excluding the other from an activity, being disinterested, unconcerned, and unsympathetic, using inappropriate identity markers, using obscure or secretive language, seeking disagreement, using taboo words, and making derogatory remarks, this strategy is used. The expression "No Response" used by students above was an example of how they did not respect the interlocutor, such as the professor and their friend, by disregarding their queries..

Negative Impoliteness. The goal of using this strategy is to harm the listener's or speaking partner's unfavorable face. Scaring, belittling/harassing, ridiculing or ridiculing, insulting, does not take the interlocutor seriously, belittles the interlocutor (consider small), attacks others (grab the opportunity), using negative personal pronouns, placing other people who have responsibilities, and so on are examples of this strategy.Data 1/SS/NI. EF *: "Pertemuan keberapa ali?"*
AL: *"Kee.. sekian kalinya.. hehe.."*
EF: "What meeting is this, Ali?"
AL: "it's… the umpteenth time.. hehe.."
According to the statistics shown above, the student (Ali) employed a negative impoliteness technique in responding to the lecturer's questioning. The student did not take the instructor seriously by responding to her question with "it's... the umpteenth time.. hehe.." The pupil did not respond to the question with the correct sentence.

This study found four politeness strategies: Bald on Record, Negative Politeness, Positive Politeness, and Off-Record. The most common variety is Bald on Record, which was used in 30 utterances, all of which were delivered by the lecturer. Following that, Positive Politeness is used in 13 utterances, with 7 utterances said by students and 6 utterances spoken by the instructor. Then there is Negative Politeness, which is used in 8 utterances, 6 of which are spoken by the professor and 2 of which are spoken by the students. The final option is an off-the-record strategy. It is the lecturer's least common sort of politeness, with 7 utterances. Positive impoliteness and negative impoliteness were found as impoliteness methods in this study. The most dominant type used is Positive impoliteness which used in 11 utterances and all of utterances were spoken by students. Next, followed by Negative Politeness which is used in 1 utterance and delivered by students. There were three impoliteness strategies which not found in the classroom interaction namely Bald on record impoliteness, Mock or Sarcasm Politeness and Withholding Politeness.

The Lecturer employed more Bald on record strategies than any other strategy. This is because the lecturer wants the students to immediately understand what she orders without having to think about what she means because orders to do anything are usually abrupt. This is consistent with the findings of interviews with the lecturer. The lecturer never employed an

impolite strategy due to she is a woman and prefers to speak properly. Women are expected to speak more politely than men.[5]

Students exclusively utilize impolite techniques when replying to the lecturer. Although the students did not respond well to the lecturer, the lecturer was not unhappy with them because the lecturer believed that the students did not know the answer and hence did not respond appropriately to the question, and the lecturer wanted the students to understand it for themselves.

4 Conclusions

This research investigated at the polite and impolite phrases used by lecturers and students in classroom interactions. The goal was to determine the various politeness and impoliteness strategies employed by lecturers and students. Following data analysis, the following results were reached. In lecturer and student utterances, four types of politeness strategies were discovered. The most common approach employed by lecturers and students in classroom interaction is the Bald on Record strategy. In lecturer and student utterances, two types of impoliteness strategies were discovered. The most dominant strategy is positive impoliteness. This study revealed no evidence of Bald and Record Impoliteness, Sarcasm, or withholding strategies.

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