

THE USE OF FTA'S STRATEGIES BY LECTURERS IN LISTENING SUBJECT

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ABSTRACT This article aimed at finding out the kinds of FTA's strategies (positive and negative politeness) used by lecturers in lecturing listening comprehension and the effects of polite expressions used by lecturers on students. The researcher used descriptive qualitative research and applied a purposive sampling technique in collecting valid data. The subject of this research was one lecturer in the English and Literature Department of the Adab and Humanities Faculty. The researcher applied classroom observation by recording the lecturer's activities and analyzed them through Brown and Levinson's theory of politeness strategies (FTA). The researcher found some polite expressions of strategies that the lecturer used which are divided into two types. First, Positive Politeness (PP) such as noticing and attend the hearer, greetings, exaggerating, intensifying the interest of the hearer, using in-group identity makers, seeking agreement, presupposing/raising/asserting common ground, including both speaker and hearer in the activity, giving or asking reasons, assume or assert reciprocity and giving gifts to the hearer (goods, sympathy); and Negative Politeness (NP) such as Being conventionally indirect, Questions, Minimize the imposition, Giving deference, Apologize, Nominalize. The effects on students are: being motivated in their study, student attitude (affective), respect for the lecturer, self-confidence, being active and attending the learning process, and honesty.

Keywords: *FTA's Strategies, Lecturers, Students.*

A. INTRODUCTION

The concept of politeness has been introduced by Penelope Brown and Stephen Levinson who published it firstly in 1978 and then reissued it with a different statement and introduction in 1987. They revealed that politeness is regressive action taken to counter the balance about the disruptive effect of face-threatening acts' which is known as (FTAs), (Brown & Levinson, 2011). Rauf (Rauf, 2017) argued that the linguistics politeness roles in Indonesia cannot be denied anymore. It can be seen clearly that the importance of cross-cultural communication is obvious due to the comparative studies of the conceptualization and manifestations of politeness in different cultures that must be regarded as vital in an era of growing internationalization. She argued that many critics discuss the way of Indonesian talk to each other in their daily life. The necessity of being polite is required highly but politeness itself still has is debated now. Politeness is required and become the way for many people in being polite to construct harmony in terms of communication. Lakoff in (Junita, 2021) believed that politeness is known as a system of interpersonal relations designed to facilitate interaction by reducing the potential conflict and confrontation inherent in all human interchange. Moreover, politeness can useful for everyone to avoid the conflict between the speaker and the hearer

which may probably happen in daily life in communication activities. It seems impossible for everyone to do a conversation without language in their communications. Language is usually used to deliver our feeling, opinion, ambitions, willingness, etc., which means that language is one way to explore people's idea that relates to their life and is applied in daily communication. Everyone can see someone's attitude on the language used such as the use of flaccidity, politeness, gentlemanly, systematically, and regularly and simply can reveal the character of who stated and used it in conversation and it certainly appears on their face. Brown and Levinson (Brown & Levinson, 2011) strengthened the findings about politeness and negative face. They believed that all mankind in their lively is necessary good communication to do and socialize among them which can be inferred and found in two ways; spoken and written speech.

It is known that English is full of these little formalities which can determine based on doing a good conversation that is aimed at the impression of someone else. The unspoken etiquette appears when they question and demand information from others or they try to offer something and they certainly need to do some consideration in stating the offering. The word "please" and "thank you" is the general common expression that is mostly used in every situation. Dhiniyah (Atiqotud Dhiniyah, 2020) argued that the one who wants to become polite, can be measured and rely solely on the use of this phrase (please and thank you) when communicating with others. She believed that it is really necessary for people who want to visit someplace and country to consider being polite and regard them as rude or impolite. They must be concerned, pay attention and be careful that there is no universal model of politeness and they are not allowed to do unfair conclusions without some consideration and observation of that community. Many situations are happened due to some people who expect indirect speaking which makes them silly. Polite expressions are needed in any communication in our daily life which refers to getting a good response from the interlocutors. Wang (Wang, 2021) argued that being polite may involve speaking area to some interlocutors appropriately that aimed at understanding the social values among society and the formality dimension.

Based on the researcher's experience lecturing university students in the classroom can be done and conducted through politeness strategies. Lecturers and students are quite aware of this ability that happened in the communication process due to language usage. Alcón et al (Alcón Soler & Safont-Jordà, 2019) revealed that the classroom interaction is the process-product perspective that may help connect the lecturers' actions and students' outcomes which means that classroom interaction is one process conducted by lecturers to help their students to understanding the lecture completely and clearly as the goal of effective lecturing. They added that their construction of sentences is their "way of getting their message across" and the way

of connecting with other people in building effective communication as the nature and quality interaction. Another aspect of education is the lecturer. The lecturers are certain models, a motivator, an educator, and facilitators that play important roles in the learning process in the classroom. Behaviour, gesture, and actions of theirs must give an effect directly on students. Narca and Caballes (Narca & Caballes, 2021) strengthened the statement who believed that the educator can encourage and motivate the students to engage enthusiastically in the day's activity which means that the effectiveness of using polite expressions must establish the students' behavior interaction as the being built up of different expressions which used, establish, and maintain among the social and professional relationships.

The researcher believed that the different expressions used may not include the linguistic feature; words, gestures, pauses, and tone (Przybylski & Weinstein, 2013). It is a good way to choose strategically this relevant language to initiate and maintain the interaction. It depends on the reason why the lecturer and students in the learning process need to fulfill socially recognized and accepted ways of requesting, offering, suggesting, and complaining. The speakers who are involved in the conversation need to include indirect expressions and implications. One problem that make the researcher conducted the research is about the use of polite expressions by the lecturer in the listening comprehension subject which made me want to reveal and figure out the expressions that the lecturer often used in the listening subject. Listening is one of the receptive skills that involve students in capturing and understanding the input of English (Nurpahmi, 2015) and it is known that listening subject is one of the difficult skills that might be taught by lecturers. It is known that the students' character may rely on the lecturers' character, especially in communication. Thus, the students certainly imitate the lecturers' utterances in the learning process. It may be seen in many situations in the classroom that the enjoyment of students studying and learning in the class relies on the lecturers' performance in written and spoken speech. Based on these problems, the observation about polite expressions that are usually used by lecturers in the learning process reveals the effect on students which can happen while the lecturers lecture the listening subject in the classroom. It is because the researcher believed that there must be some polite expressions used by Lecturers in Adab and Humanities Faculty of UIN Alauddin Makassar. Moreover, the researcher formulated under the good title of the article: polite expressions used by lecturers in Listening Comprehension. Relating to the problem statements, the objective of the research was to identify and analyze the kinds of polite expressions used by lecturers in listening comprehension class and to describe the effect of polite expressions used by lecturers on students in lecturing the listening comprehension subject.

Based on the pragmatic study, this research is limited to the use of polite expression in listening comprehension subjects which were used verbally in the spoken speech by lecturers. The researcher was going to emphasize two strategies of Brown and Levinson, they were positive and negative politeness (Brown & Levinson, 2011). The researcher focused on two are, they were; English expressions and Bahasa Expressions. The researcher expected that all lecturers figure out and apply these polite expressions in the listening subject because the lecturers as a model that they are certainly imitated by their students. It would teach them to communicate well. Therefore, the goal of the learning process is not only to make them smart but they are demanded to keep their attitude and behavior as their guide when they socialize outside the campus. Therefore, the urgency of building character among students in Indonesia is needed and necessary even though this research is in an academic area (campus/university). Every lecturer must consider the use of polite expressions in learning the English process, especially in the listening subject. Therefore, the findings of this research were expected to enrich the pragmatics field of the Face Threatening Acts (FTA) (Brown & Levinson, 2011), especially the kinds of polite expressions used by lecturers and the effect on their students in listening to the subject of the learning process.

B. REVIEW OF LITERATURE

Politeness (FTA) – Brown and Levinson

Polite expressions have been debated and have given many results in theories and practices. Penelope Brown and Steven Levinson (Brown & Levinson, 2011) are known as the expert on politeness who had discussed politeness in any aspect and they then formulated the politeness aspect into four strategies (positive, negative, off-record, bald on record). Astia (Astia, 2020) defines the most important idea of politeness based on Brown and Levinson's classification. She defined that the polite expressions in Brown and Levinson's theory were about satisfying communicative and face-oriented ends, in a strictly formal system of rational practical listening. She added that Brown and Levinson argued that this theory is about the concept of "face" in the sense of "reputation" or good name". The description of appreciation and the difference between lecturer and student in the classroom can be an example of polite expressions in communication. Based on some facts a person who becomes a lecturer will automatically have some authority and social distance from their students. The students think that their lecturer has some authority. Grundy (1995) believed that politeness may use among non-educational speakers' interlocutors. He argued that politeness strategies can be a way of encoding among the lecturer and students themselves. Moreover, based on Leech's politeness

principle (Raihany & Rabbianty, 2021) and Brown and Levinson's face theory and politeness strategy (Brown & Levinson, 2011), Autins and Searle's speech act theory (Saragi et al., 2019) are mainly employed in analyzing the lecturer's the learning process. Politeness in an interaction can be named as the awareness of another person's face. Yule in (Wu, 2010) talked about this strategy that refers to face refers to our emotional and social sense of self that everyone may have and they expect anybody who becomes the interlocutor to recognize and understand this situation. Cheng and Lam (Cheng & Lam, 2020) revealed that the poses of questions between "inherent" and universal politeness may exist. He argued that universal politeness can be mentioned and placed in some framework of what Brown and Levinson's (Brown & Levinson, 2011) categorized as "face". Cheng and Lam further believed that the prioritizing of "face" whether it is negatively or positively depends on our perceptions that may result from some differences. These differences may have their background itself among individual cultures and characters.

The need for someone else to be liked and accepted can be necessary for daily conversation. This refers to the positive face. In addition, performing a face-saving act or negative politeness that may include apologizing and interrupting someone, may appeal to the person's negative face. Showing solidarity toward the speakers may appeal to someone's face which may raise awareness of how "face" is usually categorized. Rauf (Rauf, 2017b) has the same argumentation that the "face" may be defined in a somewhat limited way that needs to be understood to mean that "face" exclusively reflects the individual position that can be named as "perfect conversationist" as the definition of someone who wanted to be defined orderly and acceptable fashion. Moreover, he then reveals that obeying some rules of any game both marks you as a kind of person and defines you as the one who comes out ahead of the others. Someone who wants to be polite in social life depends on their cultural background or the culture that may happen and it has the function of the politeness concept. People who become modest, respectful, tactful, etc, are often defined as the display of politeness. Some people's characteristics in everyday situations. However, it can be described in daily life when someone tries to conduct conversations and participate in such different situations and interactions which caused others may have some specific types of politeness involved. Politeness can be related to the behavior that someone is polite just like showing respect. The use of politeness can be defined as someone who wants to avoid being a direct, respectful, or considerate interlocutor (Makri-Tsilipakou, 2019). Some polite phenomena "Sir" or "Madam" may become an interlocutor. Furthermore, the use of "please, or excuse me" is polite in asking a request. The

awareness of politeness is the effort of showing a person's face. Brown and Levinson as the founder of politeness theory believed that everyone has to acknowledge and show awareness of some "face" (Brown & Levinson, 2011). Watts (Flores-Salgado & Castineira-Benitez, 2018) argued that the analysis of politeness of human beings who need to be respected and appreciated in social groups and have a self-image may be accepted by others. Leech (Rika Ningsih et al., 2020) argued that politeness can be categorized as a maxim and politeness may define as the degree of indirectness to the hearer, mitigation, and other politeness that the speaker did.

Brown and Levinson differentiate two categories of facing itself: a positive face which defines as the desire for appreciation and approval by others; and a negative face which defines as the desire of someone who does not want to be imposed by others. In such a conversation, the speaker is demanded to balance the interlocutor's face with a desire to protect their face. Speakers may draw some politeness strategies as the means of paying attention to another person's face and they certainly avoid "Face threatening Acts (FTA)". It may be assumed that positive politeness (PP) strategies include that friendliness and approval expressions that may be explicit include someone in a conversation. The negative politeness (NP) strategies may be categorized as the one who does not want to impose on others or threaten their face such as phrasing the request indirectly: Could you possibly close the door? Brown and Levinson (Brown & Levinson, 2011) believed that an admixture of the formal and functional features (normalize, passivize, use certain lexical items, give deference, be indirect, etc, can be used together with face-threatening speech act, such as requesting or interrupting to lessen its threatening. Even though, it can be guaranteed that formal features may have the same value across languages such as the functional equivalents.

FTA's Strategies

When the speaker requests the objective and even makes friends using expressions, it demonstrates a positive politeness method. The speaker makes the listener seem like a close friend to him or her. A solidarity tactic to establish a stronger bond with the hearer is the employment of positive politeness, it should also be said. For instance, you get a pen when you ask someone to give you their pen or when you respectfully request something by saying "appreciate" Yule (Maiza, 2021). As a result, to address the higher FTA risk, the creators of politeness divided politeness into five tactics. The first tactic, which deals with the minimal FTA, is to perform the FTA without taking any coercive action or being public. The second tactic entails carrying out the FTA in a harsh manner while being cordial to all parties. The third is then negative politeness, which is meant to deal with FTA on a medium level. Regarding

handling a high level of FTA, the fourth is off the record. The last is "do not use the FTA" because of the higher risk. Figure 1 is a schematized and descriptive list of the potential sets of strategies, (Brown & Levinson, 2011).

In their taxonomy of positive and negative politeness, Brown and Levinson also provide a list of potential methods. 16 politeness methods are good, 10 are bad, 3 are off-record, and 4 are bald on record.

C. METHOD

This study employed a qualitative descriptive design methodology. It was founded on (Sugiyono, 2019) assertion that descriptive research, in which information is gathered in the form of words rather than statistics, is what qualitative research is. The researcher set out to discover more about the kinds of polite expressions lecturers use when instructing students in listening subjects in the classroom, as well as any potential consequences these expressions may have on the pupils.

Respondent

This research applied purposive sampling in getting the data. The subject of this research was the lecturers of Adab and the Humanities Faculty of UIN Alauddin Makassar, who still lecture Listening Subjects in the classroom. Furthermore, there were 30 students (they were chosen randomly from three classes that the lecturers lectured them) - who filled out the questionnaire (g-form). The instruments that were used in this research are as follows:

Instruments

a. Observation

The researcher employed observation to gather reliable data by merely observing the participants (lecturers and students) while the teaching and learning process progressed. Marshall in Sugiyono (Sugiyono, 2015), argued that observation teaches the researcher about behavior and the significance associated with it. In this study, the researcher observed the activity from outside the classroom and captured the teaching-learning process and the lecturers handed the tape recorder and asked their permission to record when the teaching-learning process occurred. The researcher simply employed an audio recorder as the observation tool for doing observation.

b. Recording

The main source of data for this session was recording. To gather data more precisely, the researcher audio-recorded the activity. It implied that the researcher's whole focus was on verbal communication, much like how lecturers employed expressions and conversation.

c. Questionnaire

Theoretically, there are two different kinds of questions: closed-ended and open-ended. Ask open-ended questions to allow participants to express their views without being constrained by the researcher's viewpoint or prior research findings (Farrell, 2016). Free-response questions and guided response questions are the two forms of open-ended questions in this section. All respondents have the option to freely respond to a free-response question. It is frequently used to elicit responses from respondents regarding ideas and particular details. These questions also provide respondents the opportunity to write their responses based on what they know and what they believe, which resulted in a wide range of responses. While respondents may choose how to respond to a directed response question, the question is more focused. As a result, the respondent would provide a more detailed response. Directed response questions offer the advantage of allowing the respondent's thoughts, desires, and expectations to be gained (Farrell, 2016).

Procedures

For this reason, the study employed "directed response questions" with open-ended answers. On the premise that respondents have complete freedom to react, open-ended questions are used. The researcher utilized open-ended questions for some students who declined to be interviewed. Because some students preferred writing in a letter to being questioned and felt more at ease doing so, the researcher chose to utilize an "open-ended questions" questionnaire with the remaining students. This means that they only wanted to express their opinions in writing. Therefore, the researcher used open-ended questions called "directed response questions." It is based on the consideration that in open-ended questions, respondents have the freedom to answer the questions. The researcher used open-ended questions to interview several students who did not want to be interviewed.

The audio recording serves as a form of data. The data was collected by using an audio recorder. The data was taken based on the meeting that was already done by the lecturers when they lecture the listening comprehension. The detailed transcription of recordings was worked out in the form of a comprehensive written record to be analyzed. The procedure of collecting data involves several steps. First, the researcher came to campus and asked permission, and explained to the English and Literature Department (the secretary of the BSI Department) the purpose of this study and the procedures which were involved. In the second step, the researcher visited the classroom where the lecturers were lecturing. In the third step, the researcher met the listening lecturers to decide the time when they could observe the lecturing and learning process and conduct the observation. In the fourth step, the researcher observed

the lecturing and learning process in the classroom with three meetings lectured by three lecturers. In conducting the observation, the researcher used an audio recorder (smartphone) as the observation device. In the fifth step, the researcher interviewed 20 students who were given an "open-ended question" that they had to answer in google form, which related to the use of polite expressions in lecturing and listening in the classroom, to find out from them about the effects of polite expressions used by lecturers in lecturing and listening in the classroom.

Data analysis

Descriptive analysis was utilized in this study. Before transcribing the conversation between lecturers and students, the researcher listened to the entire audio but only paid attention to the lecturers' remarks. The transcription was then evaluated using some diplomatic expressions based on Brown and Levinson's "Face Threatening Act" theory. Additionally, the researcher solely paid attention to Brown and Levinson's theory's positive and negative politeness. The lecturers' actual words were recorded, examined, and punctuated accordingly. To discover and categorize many language devices that can be understood as politeness expressions and structures in interaction in a classroom teaching learning setting, an analysis of the transcribed material was conducted. The scope of this study did not permit analysis of every aspect of conversational factors. Conversational analysis was used to evaluate the data because it is necessary for analytical exploration. The writer reduced and displayed the data as part of the analysis and interpretation. The data is separated and put into categories for polite expressions during data reduction. As a result, only a small subset of expressions was found, examined, and discussed in this essay. These expressions can be grouped according to different polite expression techniques according to Brown and Levinson's hypothesis (Brown & Levinson, 2011).

D. FINDINGS AND DISCUSSION

Polite Expression used by Lecturer in Listening Comprehension

It is founded on the premise of Brown and Levinson that when a speaker uses positive politeness, they are acknowledging the listener's friendliness and desire for respect. To prevent FTA when the lecturers are speaking to the students, the civility method is also necessary. To balance off the lecturers' conduct and actions toward the students, it is advisable to employ one of the several politeness tactics available. When lecturers speak to the students, they should think through all the implications of what they are going to say. As a result, the conversation's goal will be obvious and understandable and will not be imposed on the other party with any

kind of force. One tactic in politeness is the practice of expressing gratitude to lecturers and students. By utilizing courteous language in all classroom talks, the lecturers have a responsibility to develop the student's character. As a result, the lecturer will also be seen by the students as a mentor who should always be respected and appreciated. As a result, as the researcher, I have based my technique on Brown and Levinson's hypothesis (Brown & Levinson, 2011), which can be used as an alternative to the lecturers' usual classroom conversational language. A lecturer's facial features and facial expressions might reveal information about their emotions, actions, and feelings. It rhymes with (Etae et al., 2017), who claimed that the lecturers' cultural background can be seen in the polite language. It follows the same rhyme as (Keiler, 2018), who hypothesized that the background of each lecturer had an impact on classroom instruction and performance expectations. It is due to the lecturer's history-influenced usage of nearly identical terms of both positive and negative politeness. As a researcher, I agree with (Keiler, 2018) that the lecturers wanted to lose confidence in themselves based on the way the instructor uses expressions. However, one may argue that the lecturers' action was almost impacted by the historical and cultural context. Talking about the use of expressions that the lecturers used in teaching listening in the classroom, which can be seen in that meeting. The lecturer used all of the expressions based on the conditions. It can be seen that the strategies that lecturers used in those meetings have significant differences. It is such as the use of greetings. Furthermore, it is assumed that the regular use of simple polite expressions makes daily interactions more pleasant and leaves people encountered feeling respected and appreciated. Piety is frequently implicitly presented to language learners as things they should or should not say or do when interacting in English. The communicative language structure should be related to greetings, so the lecturers could introduce social context and have the students explore the various forms of greetings in their cultural context. The lecturers who have been interviewed have stated that the use of greetings in the opening session in the classroom at the beginning of the meeting must consider the environment and the student's background. a Muslim who uses the phrase "*Assalamualaikum*" (peace be upon you)".

This greeting need not be used every time. The lecturers said that in UIN Alauddin Makassar, everyone must use "Salam" as a greeting among Muslims. So the researcher argued that the lecturer has already known and understand the use of "*Assalamu'alaikum*" at the beginning of the meeting/lectures. They believe that saying salam at the beginning of the meeting can relax the situation at the time. The lecturer argued that even though they use "*Assalamu'alaikum*", they also used the general greeting such as "*good morning, good day, and good afternoon*" to greet their students when they meet each other at the beginning of the meeting as

the common greeting expressions when someone greets the interlocutor. It is based on Brown and Levinson's statement (Brown & Levinson, 2011) that stated that the primary tenets which should be the highest respect for language and cultures among students. It's because not every lecturer is aware of the issue. When lecturing the students, some lecturers are unresponsive. Even so, using the salutation "*Assalamualaikum*" is an excellent way to start a conversation among Muslim students especially in UIN Alauddin Makassar one of the centers of Islamic values and education. She consequently thinks that every instructor needs to be aware of the appropriate occasions for using greetings like the salutation used by Muslims when they first meet. Therefore, when the lecturers are aware of the classroom climate, such as student equality, the students will appreciate the learning process. It can undoubtedly aid lecturers in fostering a positive environment among students. Students, therefore, pay closer attention and participate more actively in all class activities. Additionally, it serves as a subliminal reminder to the students to respect their fellow students.

When teaching the subject in class, a lecturer must take into account a variety of factors. While teaching and learning, a lecturer needs to be mindful of the use of many different expressions. As long as the lecturer is there to serve as a model, the students will mimic whatever they say and do. Therefore, lecturers must exhibit a good attitude through their actions and words. The lecturer needs to pay attention to the usage of polite expressions during the teaching-learning process. Additionally, it was evident in two encounters that the lecturer employed a wide range of emotions and techniques. The greeting that the lecturer used has been examined. This time, the topic of using polite language in Main Learning will also be covered. Many different politeness tactics have been employed. Even so, not every lecturer has a thorough understanding of the tactic. But the notion put forward by Brown and Levinson strongly advises that all lecturers must understand how to employ phrases.

According to Brown and Levinson (Brown & Levinson, 2011), a lecturer can foster a favorable learning environment for students if they are aware of when to use the appropriate language. It is comparable to how the expression is used (Notice and Attend to Hearer, the second approach of positive politeness). In that meeting, the lecturer uttered this phrase. When the lecturer asked some questions to students "to notice something about the listening subject" that they needed to analyze, then the lecturers used this statement. Brown and Levinson's theory (Brown & Levinson, 2011) argued that the lecturer should pay attention to certain characteristics of the interlocutor. Furthermore, it has learned about attempting to reach a consensus, including "*The question: is that right?*" It was evident from the way the lecturer conducted brainstorming sessions, went over previous lessons, or checked to make sure

everyone was paying attention and understanding the lesson when the lecturer introduced the class's subject. The lecturers then said nearly exaggerated (Positive Politeness) by saying "*give applause*" or "*good answer*" in that meeting. It always happens in the learning process.

This expression was sometimes used by lecturers when one of their students answered the correct answer. The lecturers give some respectful sentences "good answer, great, thank you, nice answer" to the students who can answer the questions correctly. This situation sometimes happened by using exaggerated intonation, stress, and other aspects of prosodic. It is shown that the lecturers used a lot of expressions to review the listening subject that already discusses in the previous meeting. It has been demonstrated that the lecturer utilized a variety of terms to go over the prior lecture. until the lecturer requested the students to practice the lesson's activity after they had introduced the concepts of the listening subject. When discussing the closing session, it is important to note how the lecturer-maintained control and commended the students for their attention throughout the teaching-learning process. That was evident in the meetings from the lecturer's thanks and greetings to the students. The lecturer thanked everyone for arriving, appreciated their attention, and added, "See you next week/ pray to Allah" as they prepared to end the listening subject. This conversation is named as greetings.

The use of "thank you" is used by lecturers in greeting their students when the lecturers call the students' names based on the attendance list. It is categorized as simple polite expressions. However, the use of this expression can improve your daily contacts and give your students a sense of respect and appreciation. It must rank among the most crucial elements of the learning process. It is important to students' motivation how much the lecturer regarded and valued their presence in the classroom. That is what I mean when I say that lecturers occasionally conceal their ignorance by using polite language. However, (Raihany & Rabbianty, 2021) claim that the ability of the lecturer to maintain composure when speaking to students who essentially have different personalities depends on the usage of polite language in the teaching-learning process. This situation management style by many lecturers was undoubtedly influenced by their cultural background. Addressing the topic of negative politeness that occurred during the teaching and learning process in that meetings. It is based on the hypothesis of Brown and Levinson, who claimed that negative politeness is somewhat comparable to positive politeness; however, in this scenario, the speaker acknowledges friendliness but expects that everything they say in the conversation will probably be an imposition on the interlocutor. Then, the expression "*what do you think about/ what do you know about/ does anybody know?*" was labeled as the first approach (NP) by Brown and Levinson (Brown & Levinson, 2011) to be customarily indirect with students. In the opening session of the meeting, it seemed as though

the lecturer did not employ any impolite or critical language. Unfortunately, the displays of impoliteness had only recently begun and were limited to Main Learning on that Listening Subject.

The lecturer asked pupils to stand and read their handbooks in that listening class. Without questioning the students if they thought she was ready or not, it was announced. It was designated as the first strategy (NP) by Brown and Levinson because it was conventionally indirect. The second tactic of asking unkind questions also took place in the meeting. Examples include "What unit is this? What unit?" According to Brown and Levinson, the use of the question form with a certain particle, such as "It was great, wasn't it" or "Do I favor, don't you?" can identify as the expressions of asking.

In the meeting, several different strategies for using negative polite expressions were used. When teaching English in the classroom, the first technique, which frequently employed negative polite terms, was used in meetings. Additionally, the lecturers frequently used indirect language when instructing all of the students in English. Giving respect to others was a concept that Brown and Levinson (Brown & Levinson, 2011) also developed.

Speaking about showing deference, two ways to go about it: one in which the Speaker lowers himself and lowers the Hearer (interlocutor), and another in which the Speaker rises the Hearer (pays him a positive face of a certain sort, meaning that which satisfies the Hearer's need to be treated as superior). In both instances, it is implied that Hearer has a higher social rank than Speaker. For example: "*Excuse me, sir, could I go to the toilet, please?/ Excuse sir, my parents called me, may I answer the phone?*" Additionally, it was evident in the lecturers' use of negative politeness during the listening class in the Main Learning session. The researcher also found that some students dared to respond to the lecturers' questions by raising their hands and trying to answer the questions. One of the students received get "Thank You" expressions from the lecturers when the student can answer correctly. Deference is the term used to describe negative politeness behavior. The lecturers expressed gratitude to the students because that one student can answer the questions, and the lecturers showed them respect. This expression should only be used by lecturers in all contexts of the teaching-learning process.

As a result, it may serve as an inspiration and give students the self-assurance they need to speak up and participate in class. The conclusions from those discussions also indicated that the 6th strategy the use of negative polite phrases of apology needed improvement. It is avoidable that lecturers occasionally make mistakes throughout the teaching-learning process. Furthermore, no lecturer is faultless and error-free. Therefore, it must be understood that a lecturer should show and express of regretting to their students after making a mistake, but that

does not mean they have lost all respect of their students. All students will, however, give respect because the lecturers are aware of the mistakes. At the end of the meeting, the lecturers said "Thank you for your attention" which was the lecturers' closing phrase from the beginning to the end of the meeting. The lecturer was also discovered to have used identical salutations, such as; "Thank you for coming, thank you for your attention." Brown and Levinson (Brown & Levinson, 2011) argued that these statements are classified as showing deference in negative politeness. The lecturers believed towards the end of the meeting. From the start of the meeting to the end, the lecturer must always be ended with, "Thank you for your attention", which is identical to greetings, "Thank you for your attendance, thank you for your attention," were also found to have been used by the lecturers.

The lecturer utilized a variety of polite language while lecturing in the classroom, both positive and negative politeness. The historical background of the lecturers has a significant influence. The way lecturers interacted with students in the classroom can show the reflection of cultural attitudes. Furthermore, taking into account Wetergren's statements (Wetergren, 2019) that all lecturers' words and personalities can be seen plainly in how they conduct themselves when carrying out the teaching and learning process in the classroom. Both positive and negative politeness can be observed in the sessions that have already taken place in the listening class, which was taught by three lecturers who are qualified to teach the listening subject. However, it suggested that the lecturers were not aware of the different expressions being used. Depending on the climate of the class, both positive and negative polite terms may be used.

This study also highlighted how crucial it is for educators to focus on and comprehend the proper use of language. This is so that the lecturer can serve as an example and a mentor to their students by modeling good communication practices. Additionally, when teaching English, especially the listening subject, the lecturer must exercise restraint and use their judgment when they try to discover some unruly students in their class. When dealing with misbehaving students, it will be possible to see how the lecturer is feeling and it occasionally might result in some lecturers losing control. I as the researcher want to stress the thing that how important it is for lecturers to know the effectiveness of communicating and utilizing a variety of polite language in all circumstances, particularly when it comes to the teaching-learning process even though it happens at the university/college level.

The significance of culture and character education for the reasoning, attitudes, and behavior of students who deviated from the moral principles, good manners, and character taught by lecturers as educators. If they uphold principles and ideas that are founded on the

nature and purposes of education, as well as use them as a moral force in carrying out their obligations as an educator an educator must behave well as the model for their students. The manners of the lecturers' speech must reflect the ideals that are crucial to comprehending how the ethics or character of many lecturers interacts with students during the learning process. The best way of communicating is a polite language. Since students are the future generation who will live up to their time, it is necessary to nurture them and direct them to use polite language. If students are permitted to speak in an impolite manner, polite language may be lost, and the following generation may be born harsh, haughty, disconnected from ethical and religious beliefs, and lacking in moral character.

Rauf (Rauf, 2017a) continues by stating that the teaching character is not only qualified to teach, but also to educate. The lecturers can impart values that are essential for living a fulfilling life in addition to information. For a lecturer to be able to open the hearts and minds of students to learn, they must not only possess intellectual skills but also aptitude in fundamental emotions and spirituality. Then they would be able to live successfully in society. Consequently, for lecturers to plan instruction and learning that enables students to internalize the character. Furthermore, the figures of lecturers are required. Tolerance, exemplary character, extreme care, the emotional and intellectual transformation of traditional values, and the significance of local or indigenous culture through the process of education are considered to be important in politeness. These are the main values that characterize lecturers and that they must exhibit in the polite speech act. When lecturers engage in teaching-learning interactions with students, their tolerant speech and actions should be reflected in what they say next. This is because the lecturers need to be able to comprehend and accept students at various stages of development who have different approaches to character formation and should not adopt a pessimistic mindset before truly learning the truth.

Lecturers should offer the best possible assistance to their students and maintain emotional control so that students may comprehend the speech's foundation in the context (conditions) in which everything in the teaching-learning process occurs. Therefore, the students will respect their lecturers and comprehend the lesson, and the lecturers can set a good example for the students by acting and speaking respectfully to others. Thus, lecturers employed both positive and negative politeness expressions in various contexts. One of them, however, is not aware that these strategies can be used. The lecturers are being used as a model. When speaking, lecturers must use courteous facial expressions. Since they are no longer terrified, the students are joyful. Additionally, the lecturers need to be aware of how crucial it is to lecture the Listening subjects in the classroom using polite language when they give instructions and

handle the class. Because of their honesty, students may tend to behave and favor lecturers who are teaching them in the appropriate setting. The standard classroom lecturing approaches that were used in our earlier schooling students cannot be used today to instruct the students. The traditional approach the lecturers presently use to develop the student's character needs to be modified. Additionally, it is simple to get irritated and insulted students. Students frequently struggle against lecturers who use abusive commands and questions. Students now have access to a wealth of resources and knowledge. Their frames of thought have probably certainly been shaped by numerous factors. Their emotions are susceptible to breaking easily. Furthermore, there are a lot of situations that occur frequently today. It is between the cases of students and lecturers that these cases must be presented to the legal realm. The lecturers' impolite words that incited the uprising and upset the students are one indication. The past and the present are no longer simply the same, thus the lecturers need to pay attention to this issue. It is reinforced by Mahmud in Rauf (Rauf, 2017b), who claims that the decline in politeness between older and younger individuals is brought on by the relevance of contemporary social status and the situational context of discussions in metropolitan settings such as on-campus or in offices. Additionally, issues between lecturers and students frequently arise in educational issues because the lecturers perceive that the students are acting excessively. So, while the teaching and learning process is taking place, it occasionally happens to strike the misbehaving students. This assertion has been corroborated by the discovery made by Fukushima and Iwata in Rauf (Rauf, 2017a), who discovered that advanced students also struggle to produce polite expressions in speech when doing a study on "Politeness in English." It implies that a lecturer's actions in the classroom may have an impact on students' acknowledgment at every level. Therefore, it cannot be argued that students are quick to condemn unpleasant professors, as seen by the arguments they make when answering the questionnaire that has been given through google Forms and interviewed directly (September-October 2022).

The students' worries further impede the teaching-learning process since they make them keep silent and cover their problems rather than discuss them with the lecturers. Additionally, I made this assumption when I spoke with the students during the interviews. In other words, a large number of students expressed dislike for lecturers' personalities who do not care about students' problems. Students think that lecturers who are conceited and uninterested can be a prevention for them to learn English subjects, especially in listening classes. Unfortunately, this leaves gaps between them since the lecturers cannot ensure that the students can communicate effectively or that it is safe for them to express issues or complaints during the learning process. The researcher argued the same as what happens among them when students express

dissatisfaction with the learning process, they are met with rudeness and incongruity. In reality, Even worse, they imagine that the lecturers will intimidate them, I sense that they are being cautious in sharing their difficulties because they are worried that the lecturers may give bad responses, criticize them, or be upset. These issues must be resolved by the lecturers. They must pay closer attention to them. One of the issues that the students encountered is how the lecturers lecture the subject material and interacts with them in the classroom (interviewed in October 2022), some students claimed that they do not like the lecturers who are usually angry despite other students providing precise justifications. The students' assumptions are in line with those of Senowarsito (Senowarsito, 2013), who thinks that the lecturers' and students' perceptions of social status distance, age differences, institutional settings, power, and the students' limited linguistic abilities have all contributed to the varied politeness strategies that have been chosen. Grundy in Rauf (Rauf, 2017a), argued that politeness techniques can be used to encode the distance between speakers and their addressees. Furthermore, the students even assumed that even if the subject were their favorite subject, the lecturers who handled the class become rude and unkind, they would just listen and be afraid to ask for a clear explanation rather than participate actively in the teaching-learning process. Brown (Brown, 2007) claimed that one of the fundamental principles should be the utmost respect for the languages and cultures of our students. lecturers should therefore teach civility in a nonjudgmental way and should not prioritize or condemn one culture's socially acceptable norms over another.

Other areas where it has a significant impact on students include motivation, engagement and frequency of attendance, self-assurance, attitude (affective), skill (psychomotor), knowledge (cognitive), and respect for lecturers. All of these academic achievements were impacted, thus lecturers need to be concerned about it. It means that the intimate relationship, being respected, having prestige, and having an important topic were the major measurements that students used to distinguish between lecturers who employed polite terms. As stated in the regulation of the Minister of National Education No. 16: 2007 about the Academic Qualifications and Competency Standards for Educators, the execution of a lecturer's primary responsibilities cannot be separated from their capacity to master and apply the competencies, with a focus in particular on pedagogic competence and mastery of professional competence. My earlier theories that lecturers' performance assessment component must communicate effectively, thoughtfully, and pleasantly have been confirmed by these laws. Therefore, achieving the quality of the learning process, educating students, and implementing the pertinent supplementary duties in line with the functions of the campus/college/university may depend on the mastering and application of the competencies.

Being inclusive, acting objectively, and not discriminating based on gender-related factors such as race, background, physical conditions, family history, and social position of the family is one of the most important aspects of social competency. Additionally, lecturers must interact professionally, empathetically, and pleasantly with students, parents, and other members of the community. Additionally, written and oral communication was essential. The students who exhibit the intended character should receive incentives, and those who act in the desired character should receive punishment. Reward and punishment are meant to be verbal expressions including appropriate and courteous communication even though they get applause from the lecturers because they can answer the questions correctly. Thus, the lecturers must show their respect for their students' attitudes and may give some mutual appreciation and respect, critical thinking, creativity, self-assurance, and politeness to flourish. The incorrect view about politeness among educators is they worry the students treat them with disrespect and be mischievous. It is impossible to deny that lecturers in the modern era still have a fear-based impression of their students' attitudes and character. the tale of Luqmanul Hakim and his son in the Qur'an al-Karim clarifies this misconception. In AlQur'anul al-Karim (Fitriana, 2019), Luqmanul Hakim is described as the man who gave his son advice about religion, reality, and morals, and it is remarkable how he chose the words to use. Thus, all lecturers may use Luqmanul Hakim's method of lecturing and facing the students in the classroom.

Every educator must believe that Education does not just occur through direct speech to the protege but they might educate their protege through indirect utterance by always employing polite expressions in their daily life. All lecturers must aware that Rasulullah SAW is the best model in this universe he was known as the Living Al-Quran who have given us many description and model for interacting with society. All people are the same that must be treated like many others and get respectful in the communications aspect. In Islam itself, the term *Hablun minannas* is one quotation that should be implemented among them. The students are the new generation that must be treated and shown good behavior, guide and show them a good model so that they can imitate and they certainly will give good feedback to the educators.

In my analysis of the impacts of courteous language on students, I concluded that lecturing is a unique profession that calls for specialized knowledge. In the teaching-learning (lecturing) process, where the future course of students is imprinted, lecturers must be professionals. Pedagogy, professional skills, social skills, and personality are the four competencies that must be achieved and are learned through the education profession. All students are expected to become responsible, involve themselves in their studies, succeed academically, be polite, and show gratitude for what Allah SWT has given to His servant.

Additionally, educators with strong moral character can educate in a broad sense in addition to being able to teach in a limited sense by merely imparting knowledge to students (Rauf, 2017a). Thus, demonstrating the use of polite terms when speaking to their students is one of the crucial roles that lecturers in a classroom activity. Because words are a mirror of who we are, it is crucial to manage every word in a conversation.

E. CONCLUSION

Two key findings in this section; the result of three meetings that included some samples from the lecturers in using polite expression listening subject that is separated into two categories; constructive and destructive politeness. The lecturing process in a listening subject that the researchers observed were also divided into three sections: opening, main learning, and closing. The types of polite expressions that lecturers employed in the listening subject classroom were revealed in this section. Positive politeness that the lecturers used in lecturing the listening subject are (Greetings, Notice and attend the Hearer, Exaggerating, Intensifying the interest of the hearer, Using in-group identity makers, Seeking agreement, Presupposing/raising/asserting common Ground, Including both Speaker and Hearer in the activity, Giving or Asking Reasons, Assume or assert reciprocity and Giving gifts to Hearer (goods, sympathy)). Negative politeness that the lecturers used in lecturing the listening subject are (Being conventionally indirect, Questions, Minimizing the imposition, Giving deference, Apologizing, and Normalizing). Thus, the lecturers must already be aware of when to employ the appropriate expressions to mold students' personalities, which can undoubtedly foster a positive learning atmosphere. Second, the findings have demonstrated that using courteous language while lecturing in the classroom has some notable effects. Additionally, the traditional methods of instructing and communicating among students must be renewed in the modern world. Moreover, certain important effects on students have been discovered, including motivation for their studies, an effective student attitude, respect for the lecturers, self-confidence, participation in the teaching-learning process, and honesty. Because of this, lecturers must be professionals in the teaching-learning process where they are carving out the course for students' futures.

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