

Politeness Strategies Used by Male and Female Teachers in English Classroom Interaction at SMK Nasional Makassar

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Abstract

This research aimed to finding out (1) What are courteousness methodologies utilized by male in classroom interaction at SMK Nasional Makassar, (2) What are courteousness methodologies utilized by female instructors in classroom interaction at SMK Nasional Makassar, (3) What are the most dominant politeness techniques utilized by male and female instructors in classroom interaction at SMK Nasional Makassar. There are 4 English teachers including 2 male teachers and 2 female teachers at SMK Nasional who participated. This study using a qualitative descriptive method. Data research was collected through observation. Based on the results researcher found that politeness strategies used by male were thirty-four utterances used by male teachers from the total utterances were eighty-eight. The researcher found twenty-one utterances as bold on record, seven utterances as positive politeness, five utterances as off-record and one utterance as Say-Nothing. Moreover, politeness strategies utilized by teachers based on the results found that there were fifty-four utterances used by female teachers from the total utterances were eighty-eight. In addition, there were thirty-three utterances as bold on record. Five utterances as off-record. Seven utterances as positive politeness. Nine utterances as Say-Nothing strategy. The most dominant courteousness techniques utilized by male and female teachers in English classroom at SMK Nasional Makassar was bold on-record. It can conclude that the teachers have close relationship with his students.

Keywords: *Politeness Strategies, Male Teachers, Female Teacher.*

INTRODUCTION

Communication is very important in our lifestyle because it is one of the ways to communicate our thoughts verbally. According to Hargie, (2019: 1) states that communication is our capacity to form and maintain our social relationships when ready to communicate well with other individuals around us. Moreover, according to Dimpleby, (1998:5) argues that communication is done with intention, meaning that someone communicates with the aim of conveying messages orally. Pragmatics could be a department of Etymology that considers perspectives of meaning and the

setting in which dialect or talk is utilized. Concurring to Siphon, (1983:34) pragmatics is to consider the meaning in an expression in communication. Moreover, concurring to Mey, (2006: 51) states that pragmatics is basic around how the commitment of discourse settings, implications and regions of thought survey how human dialect is utilized in social preparing, as well as the relationship between speakers. audience members. pragmatics is the thought of how dialect is utilized in communicating between people or between people. One talk in pragmatics is courteousness. In communication, neighborliness could be a basic point of see in human life to form great communication between speakers and listener.

The courteousness technique employments more regard for other individuals or audience members. Concurring to Siphon (2014: 03) "Courteousness could be a system of communicative behavior that's found by and large in human dialects and among human societies; without a question, it has been claimed to be the all-inclusive ponder of human society." To be effective in interaction or communication, one must take after a few imperative methods to be courteous. Everyone adore those individuals who are conscious, supportive and polite. Moreover, according to Brown, et al (1987: 94) there are four type of politeness strategies such as bold-on record, positive Politeness, Negative politeness and off record. When people follow the tradition, regulation, standards, esteem within the society, and keep great relationship in communication, they will be judged as polite.

According to Yuni (2018) Courteousness could be a common social marvel, and it is considered an ethical code in human communication and social exercises. This is often one of the nuts and bolts of human interaction. Similar to any other interaction, teacher-student interaction is emphatically influenced by courteousness. It is basic to know about the degree to which instructors apply courteousness procedures to their utilize of language in English classes. The EFL setting may be an extraordinary put where non-native dialects are utilized more as often as possible. Other than, it is additionally critical to know the contrasts in neighborliness technique preferences with male and female instructors. The instructors come from distinctive foundations and they have diverse encounters, and they impact the inclinations of the teachers' neighborliness procedures. Men and ladies vary mentally within the way they act, from the fashion by which they are able to communicate. This considers points to distinguish the courteousness techniques utilized by male and female instructors and to analyze contrasts in neighborliness techniques utilized by male and female instructors based on Brown et al and Yule theory.

LITERATURE REVIEW

Pragmatics

Pragmatics may be a portion of phonetics that pays consideration to the viewpoints of meaning and foundation of dialect or talk utilize. Concurring to Siphon, (1983:34) pragmatics is considered the meaning of an expression in communication. Particularly agreeing to May. (2006: 51) states that pragmatics is basic almost how the discourse setting contributes, meaning and ranges of thought survey how human dialect is utilized in social hone, as well as the relationship between speaker and audience. pragmatics is the thought of how dialect is utilized in communicating between people or between people.

Furthermore, pragmatics according to Suhartono (2020:10) When pragmatic ideas are combined, then pragmatics basically includes three key words, namely study, meaning, and

speech. where "Study" describes the study or branch of linguistics. Moreover, according to Rahardi, (2019: 53) pragmatics also cannot be separated from the phenomenon of politeness in language. Language politeness have been studied by many people, but also always become an interesting phenomenon to describe because inside politeness is also implicated in the cultural dimensions that characteristic, even noble.

Politeness

Politeness is a social rule that leads to matters relating to the way a person behaves naturally or in accordance with the circumstances and conditions in social life and how one talks to other people. Furthermore, according to Leech, G. (2014:3) Politeness in a wide sense may be a display of communicative behavior that is very common in human languages and cultures, it has been claimed to be a common phenomenon of human society. According to Suhartono (2020: 15) Negative politeness is politeness that has a face negative with a negative face-saving orientation. Positive politeness is politeness that has a positive face with a positive face-saving orientation. According to Brown, P., et al (1987: 57) the use of polite language is a way of conveying speech as politely as possible which in this case is needed to reduce problems in the social environment. then when one currently makes a somewhat larger request, one use formal politeness. One form of communication that expresses politeness is an apology. This is done to maintain self-image. According to Mey, (2001:268) politeness is when we see how certain forms of behavior can be counted as polite in some cultures, but as disrespectful in others. but he adds that there are some decencies that apply to every culture such as the generally accepted model is the 'perfect consumer' model, one who knows his place in the market, one who understands that nothing is free but, to get something, one has to give.

Politeness Strategies

Concurring to Brown, et al (1987:94) there are four sorts of politeness Strategies such as:

1. Bold on Record

In the bald-on record, the speaker never really limits dangers to the substance of the questioner. The rationale for its utilization is where a speaker (S) needs to perform FTA (Face Threatening Act) to maximize productivity more than a speaker needs to meet audience (HS) faces, in any case, for anything. level, the recording system is selected directly. From the statement above, the researcher concludes that an open recording system means that the speaker is speaking the truth.

2. Positive Politeness

Positive Politeness strategy look to limit dangers to the questioner face. This methodology is utilized to help audience members have a positive outlook on themselves, their interests or assets, and is most frequently utilized in circumstances where the crowd knows one another very well.

3. Negative Politeness

Negative politeness strategy is a severe activity focused on the beneficiary's negative face: his longing for opportunity of activity isn't frustrated and his consideration isn't impeded. This is the

embodiment of conscious way of behaving, similarly as sure affableness is at the center of 'recognizable' and 'kidding' conduct.

4. Off-Record

Off record procedure is an instructive movement that has a few purposes. In this manner, when the speaker does off record, it doesn't cruel that he as it were gives information, but the speaker has a few inspirations. Separated from that, the dialect utilized within the off-record method is around dialect. When the speaker employments this strategy, he or she will as it was delivered insights, so the group of onlookers must choose for themselves.

Moreover, according to Yule (1996:61) there are four politeness strategies including the following:

1. Face Wants

In this case, Yule assumes that someone involved in the interaction does not live in a context that has been made rigidly in establishing social relationships. Yule also add that in regular social intelligent individuals by and large carry on as in case their desires almost their open self-image, or the confront they would like to be, will be regarded.

2. Negative and Positive Face

Concurring to Yule (1996:61) when we attempt to spare other people's faces, we will pay consideration to the wishes of their negative faces or the wishes of their positive faces. The negative confront of an individual is the have to be autonomous, have the flexibility of activity, and not be constrained by others. The word 'negative' here does not 'cruel', it is fair the converse shaft of 'positive'. A person's positive experience is the need to be recognized, undoubtedly favored, by others, to be treated as a portion of the same accumulate, and to know that his wishes are shared by others.

3. Self and others: say nothing

According to Yale (1996:62) one way to see the pertinence of the relationship between the concept of respectfulness and the utilize of dialect is to require one illustration of an occasion and outline out diverse translations related to the distinctive conceivable expressions utilized in that occasion. For illustration, you arrive at a critical address, take out your note pad to require notes, but discover that you just have nothing to compose down.

4. Say Something: off and on record

According to Yule (1996:63) Indeed on the off chance that you choose to say something, you do not really need to inquire for anything.

Gender

According to Eckert and McConnell-Ginet as cited by Dharma (2017) argues that "Sex is an organic arrangement fundamentally dependent on conceptual potency, even though orientation is a social elaboration of natural sex". Furthermore, according to Coates, (2013:6) express that

Women Language is portrayed as feeble and unassertive, all in all, as inadequate. Certainly, women language inadequate by examination with the standard of male language.

METHOD

This research used a qualitative descriptive method. According to Siyoto, et al (2015 :28) Qualitative research methods are also research methods which emphasizes the aspect of in-depth understanding to a problem rather than looking at the problem for research generalization. This research was conducted at SMK Nasional Makassar as the research site. The subjects of this study took all English teachers at SMK Nasional Makassar as research subjects. In this study, the researcher used observation as a research instrument in collecting data. According to Siyoto, et al (2015 :81) Observation in a study is defined as concentration attention to an object by involving all the senses to get data. Hence, observation is an instrument used to observe real events, especially in the teaching process in the classroom. Information was collected through the taking after methods: (1) The analyst met the educator to discover out the plan, (2) The analyst watched understudies and instructors amid the learning and educating handle. (3) The analyst recorded the educating and learning handle. (4) The analyst translated the articulations of male and female instructors within the learning prepare. In expansion, agreeing to Siyoto, et al (2015: 122) there are three stages carried out in analyzing subjective information, specifically: (1) Diminishing information implies summarizing, selecting things that are the most focuses, centering on imperative things, searching for subjects and designs and toss absent the superfluous. (2) Information Display/Data Show, information is carried out in arrange to be able to see the picture as an entirety or a certain portion of the picture as an entirety. At this organize, the analyst looks for to classify and display the information concurring to the subject matter which starts with coding for each sub-problem. In this think about, analysts displayed information by arranging the politeness strategies utilized by male and female instructors into a table. (3) Conclusion or confirmation is the ultimate step within the handle of information investigation. In this segment, analysts conclude from the information that has been gotten. in this think about the analyst was given conclusions on the comes about gotten to reply the detailing of the issue.

FINDINGS AND DISCUSSIONS

Politeness Utilized by Male and Female classroom interaction at SMK Nasional Makassar

Based on thirty-three extracts analyzed on the finding, it was found there were twenty-one utterances categorized as bold on record, there were seven utterances categorized as positive Politeness, there were 5 utterances categorized as off-record and there was one utterance categorized as self and other: Say-Nothing. Based on the previous research from Afifah et al (2022) The comes about of this consider demonstrate that there are four sorts of courteousness methodologies actualized by instructors, counting bare courteousness procedures, positive respectfulness, negative courteousness, and backhanded neighborliness with positive respectfulness as the sorts of neighborliness procedures that are most frequently utilized by instructors in educating them. Moreover Furthermore, the differences between this research and previous research where this research found three Politeness Strategies and also found the politeness strategies used by Yale, namely self and other: say nothing when the teacher interacts in class.

The primary finding was bold on record which can be seen on the extricate 1,2,7,8,9,10,13,15,18,20,21,22,24,25,26,27,30,31,32,33,34 here the male teachers used the Non-Minimization of the Face Threat strategies, which is one of the Bold on record, where according to Brown and Levinson state that Non-Minimization of the Face Threat strategies is a system is known as S and H where facial fix isn't needed. In exceptionally critical or frantic cases, the genuine remuneration is decreased imparted criticalness. From this assertion, the analyst presumed this strategy means the talker needs to offer guidance to the audience moreover using bald on record strategy, the audience can easily catch the meaning of the conversation, hence not understanding can be avoided. For example, when the male teacher use utterance of "*don't be joke. jangan dulu bercanda*" in this sentence we can see that the teacher orders or instructs his students to not make a joke when the teacher is giving an explanation. Where the utterance is included bold on record strategy known as Non-Minimization face threat in extract 20, where bold on record is related to directness.

The second is positive respectfulness which can be seen in extricates 3,4,6,14,16,18, here the male educator employments procedure 15 to be specific Giving Blessings to H (Products, Sensitivity, Understanding, Participation) which is in line with brown and Levinson recommends that the speaker can fulfill the listener's positive wants (that S needs H's wants, to a few degree) by really fulfilling a few of H's wants. Therefore, have the classic positive politeness act of giving a gift, not just a real gift (which indicates that S knows some H desires and want them fulfilled), but human relations desires as illustrated in many of the outputs considered above the desires to be loved, admired, noticed, understood, heard, and so on. For example, when the male teacher use utterance of "*iyaa very good*" means that the teacher giving praise to listener for remembering last week's learning properly and correctly this sentence included in the positive response category which is the 15th technique, specifically Allow Blessings to H (products, sensitivity, understanding, participation).

Moreover, the following technique utilized by male instructors within the Courteousness Methodology is technique 4: Utilize In-Group Personality Markers Agreeing to Brown and Levinson expressed that by utilizing one of the endless ways to communicate participation in a bunch, the speaker can certainly claim closeness with bunch. audience members that are brought up by the gather definitions. This incorporates the utilize inside the gather of address shapes, dialect or lingo, language or slang, and ellipsis. Other shapes of address utilized to communicate enrollment in a bunch incorporate common names and address terms. For example, when the male teacher use utterance of "*everybody*" This word means that the teacher uses the address term to call his students to showing membership.

Next, politeness strategy used by male teachers is strategy 8: Jokes are based on foundational information and shared values, they can be used on the basis of shared values or foundations. Jokes can also be used as a courteousness procedure, in an attempt to rethink the FTA estimate. For instance, when the male teacher use utterance of "*putri agustuni. woy jangan meko pasang alis mu. hah. kaya tong ko Doraemon saja*". In this sentence, we know that the teacher makes a joke with students who use eyebrows with said their eyebrows are like Doraemon, this makes his students laugh. Moreover, According to Nurmawati et al (2019) also found that on her research that positive courteousness methodologies exist in this classroom and have made successful intuitiveness between instructors and students and between students

The third was off-record which can be seen on the extract 5,11,12,27,28, here the male teachers used Ambiguous which is the eleventh strategy from off-record which this supported by brown and Levinson state that be Ambiguous means consider uncertainty can be accomplished by allegory, because (as noted above) Sometimes it's unclear which meaning the metaphor is trying to convey. For example, when the male teacher use utterance of "*ahh your class is so hot*" this sentence means the teacher feels hot in the class and needs a fan or air conditioner to turn on or ask the student open the window. based on this sentence it can be categorized as an off-record strategy where the sentence is included in Strategy 11: Be Ambiguous.

The last strategy that teacher used is Say-Nothing where the extract can be seen on the sixth extract on the finding section. Where based on the observation researcher can assume that the teacher used this strategy because he knows that the questions given by the students do not require answers. Moreover, according by Yale (1996:62) one way to see the pertinence of the relationship between the concept of respectfulness and the utilize of dialect is to require one illustration of an occasion and outline out diverse translations related to the distinctive conceivable expressions utilized in that occasion.

Politeness Utilized by female in Classroom Interaction at SMK Nasional Makassar

Based thirty-three extracts analyzed on finding, it was discovered there were thirty-five statements that have been recorded as bold, there were five utterances categorized as positive Politeness and there were five utterances categorized as off-record. The same finding was also found by Fattah et al (2022) the results indicated that both male and female educators utilized four politeness tactics, namely positive politeness occurred in seventy-one politeness, negative politeness occurred in thirty politeness, bald on record occurred in six politeness, and off record occurred in thirty-five politeness. Furthermore, the differences between this research and previous research where this research found three Politeness Strategies and also found the politeness strategies used by Yale, namely self and other: say nothing when the teacher interacts in class.

The initial result has been highlighted on the record and is visible in the extracts 35,36,37,39,40,42,43,44,46,47,49,50,51,55,56,65,66,67,69,70,71,72,73,74,76,77,80,81,82,85,86, 87,88. Where the female teachers used Strategies that do not minimize face threats, which is one of the Bold on record, which this is according by brown and Levinson state the strategies that do not minimize face threats is a system known as S and H in which facial enhancements are not required. In particularly critical or panicked cases, the real reward is a decrease in the crit given. For example, when the female teacher use utterance of "*ku ambil itu hp mu. langsung kasi ibu tini*" In this sentence the teacher threatens students to take their cellphones if they don't write the assignments given by the teacher. This is part of the Non-Minimization of the Face Threat Strategy, one of the boldest courtesy strategies second strategy is the positive politeness strategy, and in this case the teacher used strategy 4, as can be seen in 38, 45, 52, 54, 64, 75, and 79. Use identity markers within groups. This is one positive politeness strategy. Furthermore, in theory, Brown and Levinson suggest that by using any of the myriad ways of communicating group membership, the speaker may implicitly assert to the listener the similarity to the definition the group brings. says there is. These include use in groups of addresses, languages or dialects, jargon or slang, and forms of ellipsis. Other forms of addresses used to indicate membership in such association include common names and address terms. For example, when the female teacher use utterance of "*belum pi istirahat orang nak. istirahat Pi nak. adaji wali kelasta*". This sentence means the teacher gives

explanation to her students that is not the break time therefore the teacher used "nak" to call her Student and it make more polite and it is convey membership in a group, the speaker can implicitly claim the similarity to the listener. Nurmawati et al (2019) also found Her research shows that the classroom has a positive politeness strategy that leads to effective teacher-student and student-student interactions.

The third was off-record that can be seen on extract 41,53,63,78,84 where in this Case the female teachers used some kinds of off-record strategies namely the first is be ironic where according to Brown and Levinson's theory, this strategy aims to say the contradictory of what he (the speaker) wants to say, which is an offense about aspect, with any indication that the intended meaning is indirectly conveyed. may indirectly convey the intended meaning. as illustration when the female teacher use utterance of "*heh ada meko Hanif. kenapa ko datang*" in this sentence the teacher insults his student why he just came to school because so far the teacher has never seen his student by saying why he came to school. The second is Use Rhetorical Questions were Agreeing to Brown and Levinson, meaning inquiring questions without the intent to get an answer is to solve the earnestness condition on the address that's, that S needs H to deliver him with the demonstrated data. For case, when the female teacher use utterance "*eeei anda baru datang yah. anda baru muncul and baru datang selama semester 2*" in this sentence we can tell that the teacher uses rhetorical questions that do not require answers to isolate her students because they are just present in their class.

The last strategy the female teachers used is Self and other: Say-Nothing strategy that can be seen on extract 48,57,58,59,60,61,62,68,83. Moreover According to Yule (1996:62) one way to see the pertinence of the relationship between the concept of respectfulness and the utilize of dialect is to require one illustration of an occasion and outline out diverse translations related to the distinctive conceivable expressions utilized in that occasion. Where based on the observation researcher can assume that the teacher used this strategy because he knows that the questions given by the students do not require answers.

The most dominant Politeness Strategies Utilized by Male and Female Teachers at SMK Nasional Makassar

Based on that the finding that the female and male educator Utilized bold on record Strategy because this strategy is carried out by speakers by not making any effort to reduce the consequences of threatening. which means to speak frankly. Normally, this Strategy carried out with folks are already familiar, so in this case the teacher has a close relationship with his students. Moreover, according to Brown, et al (1987) There are four types of politeness strategies in communication interactions: aggressive politeness, aggressive politeness, passive politeness, and confidential politeness strategies. Therefore, the researcher found that there are three types of politeness strategies that female and male educator use in their classroom. Interaction at SMK Nasional Makassar namely Bold on record Politeness strategy, Positive Politeness strategy and off-record Politeness Strategy. Beside that the researcher found that there was self and other: say nothing strategy used by male teachers and female teachers in Classroom where according to Yule (1996:62) self and other: say Nothing is one way to see the importance of the relationship between the concepts of respect and benefits. dialect is needing one illustration of an event and describing various translations related to unique expressions that might be used in that event.

Furthermore, based on the finding above we concluded that female teacher more polite and friendly than male teacher because female teacher more often used politeness strategies than male teacher. The same finding was also proven by Nurkholifah, S. (2018) Based on the findings of this study, it appears that female teachers carry out more politeness strategies than male teachers. Female teachers also use indirect and implicit speech through signs, while male teachers use more direct and unambiguous speech without expecting an answer from students. This is in accordance with gender stereotypes which state that women tend to speak indirectly and men tend to speak directly. Moreover, according Arif, N., et al (2018) in his study found that students perceive that male lecturers are more formal while female lecturer is friendly. Otherwise based on the finding from Yuni et al (2018) difference of politeness strategies Utilized by female and male teachers arise from the observation that linguistic strategies suggest that boys and girls have different communication styles. Psychologically, men and women behave differently, from their communication style to how they try to influence other people. Men, on the other hand, see these conversations as a way of establishing and maintaining status and dominance in a relationship. This male teacher apparently used baldness as a major politeness strategy, especially when giving orders and instructions.

CONCLUSIONS

Based on data analysis, the utilized of politeness strategies used by female and male teachers at Makassar National Vocational School, the researchers found the following results:

1. The types of politeness strategies utilized by male educator based on the results found that there were thirty-four utterances used by male teachers from the total utterances were eighty-seven which means that the utterances produced by male teachers are less than female teachers. The researcher found twenty-one statements were categorized as bold on record strategies used by male teachers. Seven utterances used by male teachers that categorized as positive politeness strategies. Five utterances used by male teachers that categorized as off-record and one utterance used by male categorized as self and other Say-Nothing strategy.
2. The types of politeness strategies utilized by female educator based on the results found that there were fifty-four utterances used by female teachers from the total utterances were eighty-eight which means that the utterances produced by female teachers are more than male teachers. Moreover, there were thirty-three utterances categorized as bold on record. Five utterances used by female teachers that categorized as off-record. Seven utterances used by female teachers that categorized as positive politeness. Nine utterances used by female teachers that categorized as self and other Say-Nothing strategy.
3. The most dominant politeness strategies used by female and male teachers in classroom interaction at SMK Nasional Makassar was bold on-record strategy where the researcher found that there were twenty-one utterances were categorized as bold on record and there were thirty-three utterances categorized as bold on record used by female teachers

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