

LECTURERS' POLITENESS STRATEGIES IN EFL CLASSROOM WITH MULTICULTURAL BACKGROUND

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LECTURERS' POLITENESS STRATEGIES IN EFL CLASSROOM WITH MULTICULTURAL BACKGROUND

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Abstract

The choice of words used by the lecturer such as politeness strategies in the classroom interaction is very important, not only for controlling the classroom but also for the process of acquiring the language itself. This study aimed to investigate lecturer's politeness strategies in criticizing teaching performance of students with multicultural backgrounds in a microteaching class. This qualitative study was conducted with the students from multicultural backgrounds. The subject of this study was a lecturer who taught Microteaching. The findings of this study showed that there were four most frequent criticism strategies used by the lecturer: demand for change, indicating standard, advice about change and other hint. In addition, the highest proportion of politeness strategies applied by the lecturer was occupied by positive politeness, off-record strategy, bald on record, and negative politeness. It implied that the lecturer mostly applied positive politeness in criticizing the students, in order to save the students' face, get closer and give more positive feedback to help students develop their teaching performance. The facts also proved that students' multicultural background did not affect too much lecturer's decision in applying politeness strategies, yet it needed to be very careful in delivering them.

Keywords: politeness strategies, criticism, multicultural backgrounds

STRATEGI KESANTUNAN DOSEN DALAM KELAS EFL DENGAN LATAR BELAKANG MULTIKULTURAL

Abstrak

Pilihan kata yang digunakan oleh dosen seperti strategi kesopanan di dalam interaksi kelas penting, tidak hanya untuk mengatur proses belajar mengajar, tetapi juga untuk proses penguasaan bahasa itu sendiri. Penelitian ini bertujuan untuk mengetahui strategi kesopanan yang digunakan dosen dalam mengkritik penampilan mahasiswa calon guru yang memiliki latar belakang budaya yang berbeda di kelas *microteaching*. Penelitian kualitatif ini dilakukan pada mahasiswa dengan latar belakang budaya yang berbeda. Subjek dalam adalah seorang dosen yang mengajar mata kuliah *Microteaching*. Temuan penelitian menunjukkan bahwa ada empat strategi kritik yang paling sering digunakan oleh dosen, yaitu permintaan untuk perubahan, menunjukkan standar, saran tentang perubahan dan petunjuk lainnya. Proporsi tertinggi dari strategi kesopanan yang

diterapkan oleh dosen adalah kesopanan positif, strategi *off-record*, pernyataan langsung, dan kesopanan negatif. Hal ini menyiratkan bahwa sebagian besar dosen menerapkan kesopanan positif dalam mengkritik mahasiswa siswa, hal ini dilakukan untuk menghindari perasaan tersinggung, bias lebih akrab, dan memberikan umpan balik yang lebih positif untuk membantu mahasiswa mengembangkan kemampuan mengajar. Perbedaan latar belakang budaya mahasiswa tidak memengaruhi keputusan dosen dalam menerapkan strategi kesopanan, namun ia harus sangat berhati-hati dalam menyampaikan kritik dan saran yang diberikan pada mahasiswa.

Kata Kunci: strategi kesopanan, kritik, latar belakang multikultural

INTRODUCTION

In teaching and learning process, lecturer-student interactions and its language have an important role in managing the classroom. In the classroom interactions, lecturers' language such as politeness strategies is very important, not only for managing the classroom, but also for the process of language acquisition itself (Nunan, 1991). The lecturers' politeness strategies as a role model for the students are used to motivate and criticize students' performance. In giving feedback, a lecturer can decide whether to save or threat students' face. It implies that lecturers should control what they say in front of the students wisely. Regarding to maintaining or saving students' face, lecturers should understand the politeness strategies in the context very well. Jiang (2011) assumes that lecturers-students' interaction is also positively affected by the use of politeness.

The interactions between lecturers and students involve a socio-cultural knowledge as well. Consolo (2006) states that language classroom can be seen as the environment of sociolinguistics and discourse communities in which speakers

use various functions of language to establish a communication system, and lecturer-student interaction is believed to contribute to students' language development. When it is a multicultural classroom atmosphere, there is a possibility where the interaction between teacher and students can be affected by their socio-cultural backgrounds. The cultural backgrounds of both teacher and students will influence their interaction, perceptions, and the politeness strategies that will be used by the teacher especially in criticizing the students' performances. The basic problem is how the teacher uses politeness strategies, which are essentially under the contexts of pragmatics, in giving feedback to students if they are from different sociocultural backgrounds.

Pragmatics is a branch of Linguistics focusing on utterances or language use in daily conversation. One of the pragmatic aspects having received attentions greatly in recent years is speech act (Chen, 2017). Speech act is an utterance expressed by someone in a communication with others. When carrying out a communication, someone has to consider politeness strategy since it appears to be

an important concept and a necessary aspect in communication among people (Jiang, 2011), including communications between a teacher and students in a classroom.

Agust⁴⁰ & Cahyono (2016) claim that a success of teaching-learning processes in the classroom is³⁰ affected by teacher-student relationship where both teachers and students are participating actively in developing intact communication. Peng et al. (2014) state that in EFL classrooms, lecturers give feedback to correct errors that students spoke or wrote. When providing feedback in the form of a negative evaluation on students' oral or written production, a face-threatening act appears. Let alone, it will be more complicated if the students come from different cultural backgrounds. Allo (2018) reveals that teachers and students need to be⁹ aware of the importance to develop an intercultural environment and effective intercultural dialogue in EFL classrooms in order to achieve pedagogical, personal development, peace, economic, demographic, and ethical imperatives of intercultural communication. He explains further that communication in the classrooms with⁹ different cultural backgrounds involves a symbolic, interpretative, transactional, contextual process in which students from different cultures create and share possible different norms or meanings. That is why, a lecturer should realize these conditions in order to create an effective³⁹ communication.

In relation to politeness, Brown & Levinson (1987) define the politeness strategy as a phenomenon that happens in human daily life, and in this case the

researchers explored and described the phenomenon of politeness strategy which was uttered by the lecturer in criticizing teaching performances of the pre-service teachers with⁴ multicultural backgrounds. The knowledge of politeness is important in classroom teaching of a foreign language. Moreover, politeness can have an instrumental role in the social communication. Brown & Levinson's (1987) theory places politeness as a universal face-threatening strategy. Politeness strategies used by the teachers and students in the class can play an important role in the teaching and learning process.

This condition is in line with⁵ Sülü (2015) who investigated an EFL classroom in terms of interaction between English learners from Turkey who⁵ were learning at a university in Turkey and a native English speaking teacher from America. The aim of her study was to examine whether the effects of politeness strategies were different when students and teacher did not share the same⁵ culture. The findings of the study revealed that cultural or contextual differences did not make any change in the effects of politeness in class. Finally, it can be concluded that both (Jiang, 2011) and (Sülü, 2015) ⁷ emphasized on communication and interaction between teacher and students in EFL classroom carried out in different culture contexts.

The speaker of the same culture shares similar assumptions and background, but different cultures will have different results in perceptions and politeness. The culture differences did not deal with two different cultures but multicultural since they were from

different islands and cultures such as Java, Flores, Madura, Maluku, Papua, and Borneo. Accordingly, the roles of a lecturer are crucial in developing the communication so that the students who are multicultural will have similar perceptions. In this study, the researchers analyzed the politeness strategies used by a lecturer in an EFL classroom. The researchers focused on lecturer's politeness strategies in criticizing pre-service teachers' teaching performances in a microteaching class by considering the multicultural contexts at the same time. Finally, this present study focused to investigate the lecturer's politeness strategy used in the classroom especially when the lecturer gives comment, critic, and suggestion to the student's teaching performance in the microteaching class.

METHODS

This study was descriptive qualitative design which used social phenomenon being investigated from the participants' viewpoints involving purposeful use for describing, explaining, and interpreting the data collection (Ferris, 2007; Williams, 2007:67). This study intended to collect, analyze, and interpret some data which were related to one specific phenomenon, that is politeness strategies used by the lecturers in the microteaching class. The subject of this study was one non-native English lecturer who criticized 30 pre-service teachers in their teaching performance in a microteaching class. The sources of the data were taken from the lecturer's criticism in the Microteaching class at Universitas Kanjuruhan Malang, Indonesia. Video

recorder, observation checklist, field notes, and interview were applied to the English lecturer who taught in the microteaching class.

The data collected in a natural setting by using video recorder in order to record the lecturer's talks in a classroom without any interruption. Then, to find out the politeness strategies implemented by the lecturer including how the pre-service teachers from different sociocultural backgrounds reacted towards the lecturer's talks, the results of the video-recorded about lecturer's talks were analyzed in detail. In addition, observation was also conducted by focusing on the lecturer's utterances in criticizing pre-service teachers' teaching performances and the students' reactions when getting feedback.

To maintain the setting as natural as possible, we acted as the non-participant observer in the microteaching class. While observing, field notes also used to write the indispensable things on the spot and observation checklist to check whether some activities were involved at the class or not. The data from video and audio recording were transcribed. Data reduction was implemented to reduce the data that were not included as the main focus in this study. The taxonomy criticism from (Nguyen, 2008) often needing to pre-plan how to perform it (Murphy & Neu 1996) was implemented to identify and classified the lecturer's criticism. Lastly, by using Brown & Levinson's theory (1987) the analysis of the criticism that could be categorized as the politeness strategies were implemented.

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FINDINGS AND DISCUSSION

Findings

The object of this study was politeness strategies used by a lecturer in criticizing the students' teaching performance in the microteaching class. English has double roles as the medium of instruction and the object of the study. The interaction between the lecturer and the students was conducted in English, but the interaction among the students mostly used *Bahasa Indonesia*, Madurese, Javanese, and others. The interaction between the lecturer and students in the classroom, somewhat, was still dominated by the lecturer. The lecturer dominated in giving instruction and explanation, showing appreciation, encouraging, motivating, criticizing students' performance, and answering student's questions. The students mainly responded to lecturer's instruction, questions, and encouragement.

The findings show that politeness strategies were generally employed by the lecturer to reduce face threat. One such reason was the belief of the lecturer that his students came from different sociocultural backgrounds, so he had to be very careful in giving comments. He employed positive politeness, negative politeness, and bald on-record strategies as well. Similar to Ide (1989), politeness is based on status and social level, power and structures of kinship, situation (formal or informal), and considers that the concept of desire (face wants) is tied to a particular culture. Their strategies were largely influenced by their cultural background: Indonesian, Flores, Madura, Java, Papua, and Borneo in which the relationship between the lecturer and the

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students is often unequal where the lecturer is deemed to be more respectable than students; however, students should act in a way that they will never threaten the lecturer's face.

Lecturer's Criticism Strategies

There are fourteen criticism data found in data transcript. The criticism of the data was separated as indirect and direct criticism. The data of criticism strategies can be seen in Table 1.

The lecturer applied different criticism strategies in the classroom. "Demand for change" takes the biggest strategy of all which is followed by "indicating standard" and 12 others.

Lecturer's Politeness Strategies

One of the objectives of this study was to find out the politeness strategies applied by a lecturer while criticizing students' teaching performance. Since the students had multicultural backgrounds, it can be proved from the data, that there were totally 30 students in which 12 students are from Flores, 4 students are from Java and 4 from Madura, 6 students are from Maluku, 3 students come from Papua, and 6 student from Borneo. The data of politeness strategies used by the lecturer are presented in Table 2.

The politeness strategies are classified based on the criticism strategies formed. The participant applied the politeness strategies unequally. There are four politeness strategies used by the lecturer: bald on record, positive politeness, negative politeness, and off-record while *don't do FTA* was not found in the data, so it is not presented here. In

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Table 1. Criticism Strategies Performed by the Participant

| Kinds of criticism | Number | Percentage |
|---------------------------|--------|------------|
| Correction | 5 | 7.8 |
| Indicating standard | 8 | 12.5 |
| Demand for change | 17 | 26.6 |
| Request for change | 2 | 3.1 |
| Advice about change | 6 | 9.4 |
| Suggestion for change | 5 | 7.8 |
| Expression of uncertainty | 4 | 6.2 |
| Asking/presupposing | 2 | 3.1 |
| Other hint (sarcasm) | 6 | 9.4 |
| Negative evaluation | 1 | 1.6 |
| Disapproval | 1 | 1.6 |
| Statement of the problem | 1 | 1.6 |
| Statement of difficulty | 2 | 3.1 |
| Consequences | 4 | 6.2 |
| Total | 64 | 100 |

* The criticism strategies were given to 8 team teachings with totally 30 students in Microteaching class

addition, it can be identified that “positive politeness-demand for change” takes the most frequently used in the classroom indicating how important it is to guide the pre-service teachers to increase their teaching performances.

Bald on record

Bald on record strategy is used by lecturer in giving correction (4.6%), indicating standard (4.6%), demand for change (1.6%), negative evaluation (1.6%), disapproval (1.6%), statement of the problem (1.6%), and consequences (1.6%). The lecturer performed correction in a direct way to avoid ambiguous feedback to the students. The data displayed below is correction criticism strategy that is included as bald on record strategy.

Criticism data: “...and the other one not “listen” but “lesson” ”

Criticism data: “... and then there was a wrong pronunciation such as not “truth” (wrong pronunciation) but “truth” (true pronunciation)”

Indicating standard is also used by participant to perform his bald on record strategy. In one case, the lecturer performs indicating standard in a concise way to give a request and task oriented, then alerting the students about their teaching performance. The data of *indicating standard* without regressive action are presented below.

Criticism data: “In a real teaching you have to remain yourself that they are your students”

Table 2. Politeness Strategies Performed by the Lecturer

| Criticism Strategy | Bald on record | | Positive politeness | | Negative politeness | | Off record | |
|---------------------------|----------------|-------------|---------------------|-------------|---------------------|------------|------------|-----------|
| | No | % | No | % | No | % | No | % |
| Correction | 3 | 4.6 | 3 | 4.6 | - | - | - | - |
| Indicating standard | 3 | 4.6 | 3 | 4.6 | - | - | 1 | 1.6 |
| Demand for change | 1 | 1.6 | 16 | 25 | - | - | - | - |
| Request for change | - | - | - | - | 1 | 1.6 | 1 | 1.6 |
| Advice about change | - | - | 6 | 9.4 | - | - | - | - |
| Suggestion for change | - | - | 3 | 4.6 | 2 | 3.1 | - | - |
| Expression of uncertainty | - | - | 1 | 1.6 | 2 | 3.1 | 1 | 1.6 |
| Asking/presupposing | - | - | - | - | - | - | 2 | 3.1 |
| Other hint (sarcasm) | - | - | - | - | - | - | 6 | 9.4 |
| Negative evaluation | 1 | 1.6 | - | - | - | - | - | - |
| Disapproval | 1 | 1.6 | - | - | - | - | - | - |
| Statement of the problem | 1 | 1.6 | - | - | - | - | - | - |
| Statement of difficulty | - | - | - | - | - | - | 2 | 3.1 |
| Consequences | 1 | 1.6 | 1 | 1.6 | 1 | 1.6 | 1 | 1.6 |
| Total | 11 | 17.2 | 33 | 51.4 | 6 | 9.4 | 14 | 22 |

* The politeness strategies were given to 8 team teaching with totally 30 students in Microteaching class

Criticism data: "... do not speak too fast...."

Criticism data: "... teacher kan harusnya master the material (teacher should master the material)"

The demand for change also applied by lecturer while giving feedback to students' teaching performance. Demand for change has less frequency to be used by the lecturer by number 1 time (1.6%). The participant used demand for change as his bald on record strategy to give a task oriented to the student, as can be seen in datum below.

Criticism data: "... because they're talking about daily activity, you have to use simple present tense and the verb is V1"

There are two kinds of criticism; indirect and direct criticism (Nguyen, 2008) in which negative evaluation as the direct criticism. Negative evaluation performs in bald on record in which to emphasize the student about the discipline of time. However, negative evaluation was performed in bald on record, but the lecturer has little desire to maintain student's face as the situation

where bald on record can be used. The data can be seen as follows.

Criticism data: "... but at the beginning we have to wait for about ten minutes for Jeje, please next time do not do this again"

In stating *disapproval* criticism strategy, the participant used bald on record to express it in a direct and concise way. *Disapproval* has less number to be performed same as demand for change by number 1 time (1.6%). *Disapproval* criticism strategy was performed without minimizing to threat the students' face can be seen in datum presented below.

Criticism data: "However grouping technique you cannot say to your students "up to you"

In other to get students know clearly about their common mistake in teaching practice, the lecturer also tends to use *statement of the problem* as criticism strategy, without redressive action and explicitly. Here is the datum of *statement of the problem* in bald on record strategy.

Criticism data: "And then the common mistaken, the teacher only give the students the time allotment"

The last of criticism strategy that is used by lecturer and identified as bald on record strategy is *consequences*. *Consequences* strategy appears 1 time (1.6%). The lecturer interfered student's choice about the usage of time allotment while practicing teaching in bald on record, as can be seen at datum below.

Criticism data: "...and then in the practice teaching itself, Jeje's part took a lot of time"

Positive Politeness

Positive politeness comes with the most frequently politeness strategy, that is used by lecturer to bring his criticism toward students' teaching practice at Microteaching class. Positive politeness is applied as many as 33 times (51.4%) out of 64 data. The criticism strategies that are performed in positive politeness vary and unequal. There is *correction* (4.6%), *indicating standard* (4.6%), *demand for change* (25%), *advice about change* (9.4%), *suggestion for change* (4.6%), *expression of uncertainty* (1.6%), and *consequences* (1.6%).

In giving the *correction* criticism strategy, the lecturer also used positive politeness to avoid stating disagreement towards students' attitude in teaching practice, as can be seen in in the following data.

Criticism data: "Probably the other thing you need to be careful is in greeting to the students, because for me it didn't sound like "how are you" but "who are you"

Criticism data: "We don't tell them directly; it should be sleep but ask them "sleeping or sleep?"

Positive politeness is also applied by the lecturer when giving *indicating standard* criticism strategy. Positive politeness is delivered to students in order to avoid disagreement of students' choice in teaching practice. There are three data of *indicating standard* criticism strategy

which are performed in a positive politeness way.

Criticism data: “Seharusnya summarizing itu not done by the teacher tapi elicited from the students... (summarizing should not be done by the teacher but elicit from the students...)”

Demand for change as the mainly criticism strategy used by lecturer appears 16 times (25%) which is performed in positive politeness. In case to avoid disagreement and assume the lecturer's wants and at least some of the students' wants by minimizing threat to students' face as well. These are the data of *demand for change*.

Criticism data: “... and then probably you need to be careful with the instruction or question as well”

Criticism data: “... but next time, teacher need to confirm”

Criticism data: “You need to take another way to control your emotion”

Criticism data: “Probably the thing that you need to improve is your voice can be louder”

Giving hedge opinion and avoiding disagreement as the strategies in positive politeness and also found in *advice about change* criticism strategy. The participant performs *advice about change* in positive politeness as many as 6 times (9.4%) to reduce FTA of students while ask students to do a change in the future teaching practice. Criticism data of *advice about change* that performed in positive politeness can be seen as follow.

Criticism data: “So for the next teaching, Jeje you should control yourself”

Criticism data: “And then the instruction in the group work should be given clearly”

Criticism data: “... Hermina your voice should be louder”

There are three data of *suggestion for change* strategy that performed in positive politeness. *Suggestion for change* is the strategy when the lecturer suggest to a student for their better teaching practice in next performance. By suggesting a change to students, the lecturer did it in unambiguous way, while at the same time still minimizing the FTA. Data presented below are *suggestion for change* strategy which are done to perform redressive action.

Criticism data: “Instead of explaining the materials completely by the teacher herself, it's better to elicit from the students”

Criticism data: “In next future, with more variations, make it more fun, and then give more time for warmer”

Criticism data: “You can be more flexible with your position. And then manage eye contact with all students”

Expression of uncertainty where the speaker expresses uncertainty to raise hearer's awareness of the inappropriate of hearer's choice, it appears in positive politeness as the politeness strategy used by lecturer to deliver criticism. *Expression of uncertainty* performs 1.6% to avoid disagreement of students' choice in teaching practice, as shown in data below.

Criticism data: "I forgot how Agustina said example but it should be example (correct pronunciation)"

Consequences which is included as direct criticism, was performed in a positive way through positive politeness. The lecturer used *consequences* to warn student about negative consequences that they probably have if choosing certain attitude in their teaching practice. Datum presented below is *consequences* criticism strategy where performed in positive politeness.

Criticism data: "So please be aware of to the time allotment"

Negative Politeness

Negative politeness comes with the least politeness strategy that is used by lecturer. Negative politeness only occurs 6 times (9.4%). Negative politeness is the strategy where the speaker recognizes the negative face of hearer and minimizes to do FTA by being indirect, minimize imposition, apologize, and being pessimistic. Negative politeness strategy is found in *request for change* (1.6%), *suggestion for change* (3.1%), *expression of uncertainty* (3.1%), *consequences* (1.6%).

Request for change only appear 1 time (1.6%). It is performed in negative politeness indicates that the lecturer ask for a change with minimizing imposition to students, as can be seen in the following data.

Criticism data: "Okay, actually I want to see more from Reswan, because actually for me sebenarnya bisa tapi

terlalu short, terlalu pendek jadi tidak begitu menunjukkan apa-apa (Okay, actually I want to see more from Reswan, because actually for me, you could be more *but it was too short, so it did not show anything*)"

The participant used *suggestion for change* in order to minimize imposition that can be performed in negative politeness. *Suggestion for change* strategy is applied where the lecturer ask for a better performance in next teaching practice with lessening the stress on the students. The data of *suggestion for change* that is shown in negative politeness can be seen as follows.

Criticism data: "Your voice could be louder..."

Criticism data: "Next time you could be more focus"

The other criticism strategy that is carried out by negative politeness is *expression of uncertainty* by number 2 times (3.1%). *Expression of certainty* was expressed by telling the students' self-determination and respect for the students' behavior. The data can be seen in the following data

Criticism data: "Probably because Diah was still nervous, so less able to focus"

Criticism data: "I don't know instruction tadi sebenarnya tidak terlalu rumit, mungkin Efendi tadi masih nervous sehingga masih baca instructionnya tadi apa (I don't know what was the instruction, probably because Efendi was a bit nervous so still need to read the instruction)"

Consequences as the last criticism strategy that is applied in negative politeness way. It appears on a less frequency by number 1 time (1.6%). Warning about the negative consequences of effects, the lecturer is not always using *bald on record* to perform it, but also using the negative *politeness* to respect the student's behavior of feeling nervous and give the student's basic wants as can be seen in datum below.

Criticism data: "In greeting the students, be careful not to use "guys". Because of the feeling of nervous, sometimes you forgot what you have to say...."

Off-record (Indirect)

Every communication form delivers in indirect way to prevent do the *FTA* of hearer is the basic principle in *off-record strategy*. Furthermore, *off-record strategy* as the second of *most* frequently used by lecturer to carry out the criticism to students. *Off-record* used by lecturer appears 14 times (22%), means that in criticizing the students the lecturer also tries to reduce or even prevent of doing *FTA* to students. The criticism strategies that performed in *off-record strategy* are *indicating standard* (1.6%), *request for change* (1.6%), *expression of uncertainty* (1.6%), *asking/presupposing* (3.1%), *other hint-sarcasm* (9.4%), *statement of difficulty* (3.1%), and *consequence* (1.6%).

Indicating standard is used when the speaker gives an obligation to hearer's in which commonly applied to all. *Indicating standard strategy* is found and recognized as *off-record*, when the

teacher gives association rule and presupposing as the situation in *off-record*. There are two data of *indicating standard strategy* which indicate as *off-record strategy*.

Criticism data: "As the teacher, we have to learn be more expressive"

Criticism data: "Actually we do not need to focus one by one the function, but be interactive"

Off-record strategy also performed when the lecturer gives a *request for change strategy* to the students. *Request for change* was applied in 1 time (1.6%), by being ambiguous of what lecturer asks to the students to do a change. Being ambiguous as one of situational case to perform *off-record strategy*, as can be seen in following datum.

Criticism data: "... so actually I want to see more from Akon"

Using rhetorical question is one of situation case to perform *off-record strategy* (Makejeva, 2017). *Asking/presupposing criticism strategy* is *rhetorical questions to raise hearer's awareness of inappropriate of hearer's choice*, therefore this criticism strategy is included in *off-record strategy*. There are two data shows when the lecturer tried to raise students' awareness about their choice by asking them rhetorical question, as shown in the following data

Criticism data: "How do you say this one, is it "do you get it" or "are you get it?"

Criticism data: "... and the question like, "are you still remember?" or "do you still remember?"

Other hint (sarcasm) criticism strategy is highly applied by participant when performing off-record strategy. *Other hint (sarcasm)* appears 6 times (9.4%) as off-record strategy and it performs in a vary situation case. There are several data of *other hint (sarcasm)* are recognized as off-record because the lecturer tried to giving hints, presupposing, and being ironic which can be seen in following data.

Criticism data: "It was too teacher center"

Criticism data: "... I felt like Jeje too excited about giving explanation"

Criticism data: "However the instruction of giving homework was too short and was too quick"

Criticism data: "... but, we try to reduce that feeling slowly and then try to control ourselves"

Criticism data: "Dan tadi terlalu terburu-buru juga, pengen cepat selesai (it was too rash, seemed want to finish it quickly)"

Criticism data: "..... it seemed that teacher do not master the material"

Being vague as one of situation case where can be used to perform off-record strategy, is found in *statement of difficulty* which appears 2 times (3.1%). In implementing *statement of difficulty* strategy, the lecturer stated in ambiguous way which lacks of precision or detail, later on it is recognized as off-record strategy. Here is the example:

Criticism data: "Okay so I didn't really get it the function of asking students to read aloud the slide because it is only a stating..."

Criticism data: "However Hamim's voice is very low, jadi saya tadi agak kesulitan menangkap apa (However Hamim's voice is very low, so I find a difficulty to catch...)"

Consequences criticism strategy where performs in off-record, was carried out by giving sarcasm about negative effects of students' choice. *Consequences* strategy only occurs 1 time (1.6%) as off-record strategy. Datum below shows that in giving *consequences* strategy to the student, the lecturer hopes that the students would interpret by themselves about the consequences that they might have if deal with certain attitude.

Criticism data: "So there is no confirmation, after we talk the students about something, especially for example homework, confirmed, whether the students get it or not"

Based on the above findings, it is known that the lecturer performs various and unequal politeness strategies depending on various contexts and situations. In every criticism strategy performs different politeness, such as *consequences* strategy. There are totally four *consequences* criticism data, while each of it datum performs bald on record, positive and negative politeness, and off-record. In some occasions, the participant also uses Bahasa Indonesia to criticize the students, in order to help the students, understand about his criticism. Although,

there are various strategies in using of politeness strategy while commenting and criticizing on students teaching performance, but the lecturer tends to minimize of doing *FTA* as we can see by 51.4% of total data, lecturer prefers to use positive politeness.

Discussions
Lecturer’s Politeness Strategy with its Implementation

Politeness happened in interaction between teacher and students especially in EFL class (Jiang, 2011). There were many ways to apply politeness in class, especially when teacher needed to criticize the students. Victorina (2014) states that “the act of criticizing students’ teaching performance has higher tendency to threat students’ face which is strongly related with politeness strategy.”

In criticizing the students’ teaching performance, the lecturer could choose to perform bald on record strategy, positive

politeness, negative politeness, or even off-record strategy to deliver his criticism. Based on data findings of lecturer’s politeness strategy as seen in Figure 1, the lecturer performed politeness strategies in unequal number, and the most frequently used of politeness strategy was positive politeness in 51.4%.

Positive politeness occupied the highest proportion to be applied by participant. The lecturer used positive politeness in many situational cases such as to assert what the students need to change for better teaching practice, give hedge opinion, attend to students’ awareness and avoid disagreement. Through the interview, the participant explained that he tried to make the students motivated not demotivated. Jiang (2011) states that a teacher can use positive strategy to encourage the students. Thus, he performed the criticism in a positive way. The other underlying reason was because the participant

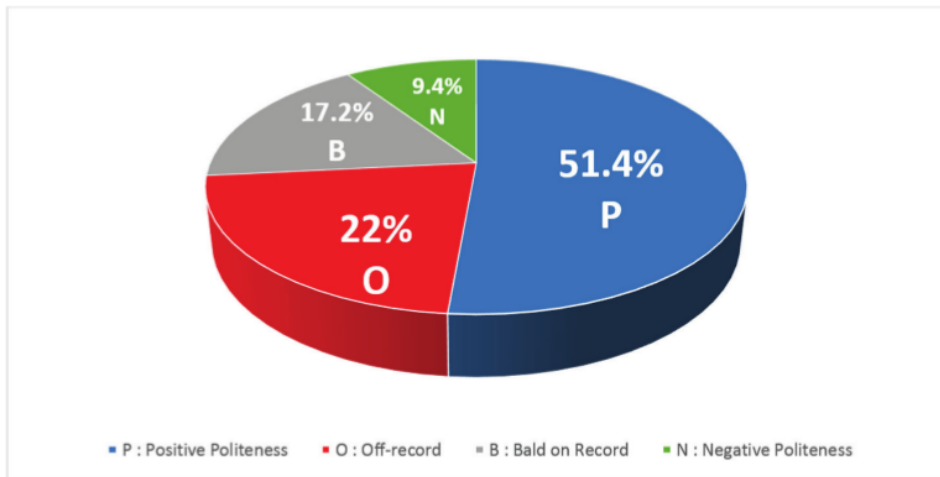


Figure 1. The Chart of Lecturer’s Politeness when Criticizing Students’ Teaching Performance

wanted to save the students' face. Victorina (2014) in her study also stated that positive politeness can be applied by a speaker as signaling to reduce the *FTA*. Therefore, rather than threaten the students' face by saying it in bald, the participant chose to apply positive politeness.

Off-record strategy occurred 22% and occupied as the second strategy that was frequently used by the participant. According to Makejeva (2017), off-record was the safest strategy to the speaker, if the face threatening acts occurs or only the hearer will interpret is as face threatening acts. Makejeva (2017) pointed out there are several situational cases of applying off-record strategy such as giving hints, using rhetorical question, presupposing and the like. In microteaching class, off-record strategy was applied in several situational cases such as give hints or sarcasm, use rhetorical question to raise the students' awareness of their own mistakes.

From the results of interview, it can be explained that the participant describes the reasons why he applied the criticism strategies in off-record way. One of the underlying reasons is because the participant wanted to raise the students' awareness of their own mistakes. Rather than saying it explicitly, the participant preferred to tell it implicitly, so the students can be more critically reflected on their own errors or mistakes. Yusuf et al. (2017:) concluded that self-reflective thinking is needed for pre-service teachers to develop their teaching competence.

Bald on Record strategy occupied the third position to be used by participant with proportion of 17.2%. Bald on record strategy was applied by participant to

emphasize on the criticism rather than save the students' face. Thus, the students will hit the point of criticism performed. The use of bald on record strategy was unavoidable when the participant needed to deliver his criticism in a concise way. Through the result of interview, it can be seen that by performing bald on record strategy it did not mean that the lecturer was being rude or disrespectful of students' teaching performance, but he wanted the students to be aware of their mistakes and avoid to repeat the same mistakes, so the criticism needed to be delivered in a direct and concise way.

The lowest proportion of politeness strategy was occupied by negative politeness with 9.4%. When performing negative politeness, the participant recognized the negative face from the students; therefore, negative politeness was applied to minimize imposition of students relating to their decision in teaching practice. Jiang (2011) mentions that negative politeness can be applied by a teacher if he or she does not want to impede the students' freedom. Relating to the criticism performed by the participant, he applied negative politeness to minimize imposition to the students. Being pessimistic was also performed by participant when he was unsure about the criticism addressed to the students.

The implementation of politeness strategies by the lecturer, who acted as participant, was also related on the social dimensions. Social dimension is relationship between people in different social class, in which it affects the language choice, in this case between the lecturer and the students. Holmes (2013) mentioned there were four social

dimensions related to language choice; a social distance, a status scale, a formality scale, and functional scale. The participant of this study has high social status because he is a lecturer and the students call him with *Sir*, that also shows he is the superior in status scale. Holmes (2013) claims “if you call someone *Sir* and he calls you *Chris*, then he is your superior in some context” (p.448). Since the setting of this study at the college context, meant the formality setting has been influenced the formal language that was used by the participant to deliver criticism. According to Holmes (2013), there were two functional scales: referential that has high and low information contents and affective that contains high and low affective contents. Based on two functional scales, the participant performed referential with high information and affective function with low affective contents.

The three social dimensions above indicated the social distance between participant and the students; therefore, the negative politeness potentially was the most frequently strategy used by the lecturer. However, the findings showed that positive politeness occupied the first position to be used by participant was 51.4%. The findings indicated that the participant had high solidarity and intended to get intimate with the students. Positive politeness is solidarity oriented and by the contrast negative politeness pays people respect and avoids intruding them (Holmes, 2013). By adopting more positive strategies, besides minimizing the *FTA*, the teacher can shorten the distance between him/her and the students (Peng et al., 2014).

Lecturer's Considerations on Students' Multicultural Backgrounds

Students from multicultural backgrounds are one of the under issues in this study found in the Microteaching class. Politeness is a part of human communication which is strongly related to cultural contexts. Liang (2011) utters that when there are different cultures and different contexts; politeness refers to quite different things. This part revealed how the lecturer as the participant applied politeness strategy if the students were from multicultural background. There were some considerations and reasons counted when the lecturer criticized students' teaching performance.

In addition, an interview session was conducted to investigate if there was any consideration of the participant to perform politeness strategy by recognizing the students multicultural background. Yusuf et al. (2017) found that there are several dimensions of feedback, and one of them is socio-affective. This idea also supported with the research conducted by Mahmud (2019) who found that in order to know the practicing politeness in the classroom it need cross cultural context of politeness. The participant explained that he was also aware about the multi-cultural students in micro-teaching class, in which it is influenced on how he would give his feedback. Participant's point of view about students' multi-cultural contexts is about their education background and the ways the students received the feedback as well. Reflecting to the students' perceptions that would be different from one to another because of their cultural backgrounds, the participant made

himself aware and adjusted with the contexts and situation.

Positive politeness was the most applicable strategy for the participant in order to get intimate with students and minimize *FTA* of students while in other side it can be taken as considerations towards students' multicultural background situation. The high solidarity that was expressed by the participant in multicultural contexts reflected how he applied the positive politeness to the people in lower social status such as the students. Positive politeness that was applied by participant while criticizing the students, can maintain the closer relationship between the lecturer and the students. It is also supported with (Jiang, 2011) who stated that Positive politeness does promote the harmonious relationship between teacher and students. Holmes (2013) states that being polite involves understanding the social values which govern the way social dimensions such as status, solidarity and formality are expressed. Furthermore, the application of positive strategy can encourage students to be more aware and motivated in revising their mistakes in order to make better teaching performance.

CONCLUSION

The implementation of politeness strategies was not performed by considering the students' multicultural context. However, from the participant's standpoint, through interview, the participant explained that the lecturer was aware that students are from different cultural backgrounds, so he applied positive politeness. The more positive

lecturer gave the criticism; the more students can receive the criticism positively. It was also identified that there was no difference of politeness performed by the participant related to students' multicultural contexts. The lecturer had high solidarity to his students and he wanted to get in touch with the students well, so the lecturer applied positive politeness. The use of good language, intonation, and positive politeness can maintain good relationship between lecturer and their students not only in English foreign language (EFL) classroom but also outside of the classroom.

Due to the limitations of this study, such as the small number of participant and pre-service teachers involved, the suggestion is addressed to the academic society in which lecturers or educators and students to consider applying politeness strategies in classroom interaction between lecturer and students, especially when it has possibility to threat students' face. Politeness strategy helps to maintain the relationship between lecturer and students by motivating and appreciating the students' work or effort. The finding of this study have contribution to the classroom interaction between lecturer and their students, especially in University of Kanjuruhan. It is also hoped that results of this study can give beneficial contribution to others university in Indonesia, especially in classroom interaction (teachers-students interaction). However, the next studies need to be conducted in relation to the politeness practices especially the language and words choices that will be use by teachers and students to

communicate in the classroom in order to build pleasant environment in EFL teaching learning process.

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