

AN ANALYSIS OF SPEECH ACT AND POLITENESS STRATEGY USED BY ENGLISH LECTURER OF DWIJENDRA UNIVERSITY IN ONLINE CLASSROOM INTERACTION

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ABSTRACT

Speech act and politeness strategy are widely known as a part of pragmatics in which certain aims are conveyed beyond the words or phrases when a speaker says something. Both apply as acts that refer to the action performed by the utterances produced during an intercourse. The aims of this study was finding out what types of politeness strategy and speech acts used by English lecturer during online class's instruction. The subject of this research is an English lecturer at Dwijendra University. The data were collected through two steps; an observation on politeness strategy and speech act used during the online learning and then an interview to verify the observed data. It is a qualitative descriptive study which was conducted in two steps; first step is to observe how English lecturer apply politeness strategies and speech act in online learning. Second, interview is conducted with research subject to verify the observed data. In addition, there are two theories applied in this research namely Brown & Levinson's theory of politeness strategies and Searle's theory of speech act. The result of the study found out that English Lecturer use four types of politeness strategies during an online learning; bald-on record, positive politeness, negative politeness, and off-record. Besides, five types of speech acts were found to be used by the English lecturer during his online learning; representative, directive, commissive, expressive, and directive. This study also discovered that an English lecturer used more directive speech acts during online learning.

Keyword: Online Learning, Politeness Strategy, Speech Act

INTRODUCTION

Pragmatics is defined as a study which strongly believe that what is communicated is more than what is said. The utterances that the speakers produce in communication convey deeper intention or certain hidden message than the actual meaning of the words or phrases themselves. Yule (1996:3) as cited in Sudarmawan (2018) states that pragmatics has consequently more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean. Pragmatics has strongly related with the context or situation when certain utterances are being said; it is very important for the speaker to focus on the context in order to get the interlocutor grasp the idea of the utterances itself. He also argues that pragmatics must consider aspects of context such as who (the interlocutor), when, where, and under what circumstances the conversation takes place since it will determine the way they say and what they want to say. Thus, pragmatics can be said as study of meaning which is related to the speech situations.

There are some factors that need to be considered when it comes to pragmatics, those five factors that establish the very definition of pragmatics itself; Speech Acts, Presupposition, Context, Adjacency Pairs, and also Deixis and Distance. Meanwhile, the application of speech act is the point that is going to be talked more in this study. Speech act; subdivision of pragmatics which also become a variety of verbal communication. Speech acts can be defined as a study concerning on how the speakers and hearers make

use of language. The speech act theory was introduced by Oxford philosopher J.L. Austin in *How to Do Things With Words* and further developed by American philosopher J.R. Searle. It considers the degree to which utterances are said to perform are the act to express something (locutionary act) the act to do something (illocutionary act), the act to affect the conversations of the speaker (elocutionary act). Besides, Bach (1979) as cited in Sudarmawan (2020) explains that an action in verbal communication has message in itself which means that the communication is not only about language but also with action. Thus, speech is the utterance that occurs and act refers to intention of speaker that is expected to be done as an action of the hearer; doing action by words.

In line with that, Speech act can be classified into five; representatives, directives, commissive, expressive, and declaratives. Each type of those five classifications of speech act has its own characteristics and functions. (Searle, 1969) mentions that representatives are speech acts that the utterances commit the speaker to the truth of the expressed proposition and also the utterances are produced based on the speaker's observation of certain things then followed by stating the fact or opinion based on the observation. It also states what the speaker believes to be the case or not. Statements of fact, assertions, conclusions, and descriptions are all examples of the speaker representing the world as he or she believes it is. The second type is directives; kind of speech acts in which speaker uses to get someone else to do something. These speech acts include requesting, questioning, command, orders, and suggesting. The next one is commissive; Commissives are speech acts that the utterances commit the speaker to some future course of action, these include promising, threatening, offering, refusal, pledges. The other type is expressive; speech acts that the utterances express a psychological state. These speech acts include thanking, apologizing, welcoming, and congratulating. The last type is declarative; it is likely to be declarations where the utterances effect immediate changes in the institutional state of affairs and which tend to rely on elaborate extra- linguistic institutions. These speech acts include excommunicating, declaring war, christening, firing from employment, and so on and so forth (Searle, 1969). On the other hand, since language has become one of the main devices in communicating with each other in human life, language alone than is not simply only plays as a device to communicate but also a very important part to establish and maintain relationship among others in society. Juliari and Yuniari (2019) state that communication could occurs when there is speaker and hearer who are talking about certain topics. A good communication will influence the success interacting among the member of society. In relation with this, communication also takes an important rules in learning process. In this case, the students communicate with their lecturer in order to share their ideas, feelings, information and opinion (Juliari, 2018). In order to do so, people need to have strategies; One of the strategies that can be used to establish and maintain proper relationship with other is called politeness strategies. Politeness strategies are about to build harmony through well-planned communication. These strategies proposed by Brown and Levinson (1987:61) is merely about "face". They argued that face is the public self-image that every member wants to claim for themselves. Face itself is define as something that should be recognised and be respected in interaction Brown and Levinson (1987:61). Furthermore, Leech (1983) as cited in Juliari and Yuniari (2019) politeness relates the way of speaker makes communicative interaction in order to avoid

insulting to the other or listener. In case of social interaction, people need to be aware on others' faces in order to consider their feelings for the sake of good relationship with them by avoiding an act that may threaten others' faces. Therefore, politeness strategies are the best way that can be applied to fix some rude utterances, to deliver speaker meaning, and to produce utterances acceptable by the interlocutors.

In addition, there are four types of politeness strategy proposed by Brown and Levinson (1987); Bald on record, positive politeness, negative politeness, and off record. First, Bald on-record strategy does not attempt to minimize the threat to the hearer's face, although there are ways that bald on-record politeness can be used in trying to minimize face-threatening acts implicitly, such as giving advice in a non-manipulative way. Using this strategy will shock or embarrass the addressee, and so this strategy is most often utilized in situations where the speaker has a close relationship with the listener; family or close friends. The next strategy is positive politeness. It according to Brown and Levinson (1987) seek to minimize the threat to the hearer's positive face. These strategies are used to make the hearer feel good about themselves, their interests or possessions, and are most usually used in situations where the audience knows each other fairly well, or an individual's positive face needs, or self-worth, have to be met. In addition to hedging and attempts to avoid conflict, some strategies of positive politeness include statements of friendship, solidarity, compliments. The Negative politeness strategies are oriented towards the hearer's negative face and emphasize avoidance of imposition on the hearer. As stated by Brown and Levinson (1987), by attempting to avoid imposition from the speaker, the risk of face-threat to the hearer is reduced. These strategies presume that the speaker will be imposing on the listener and there is a higher potential for awkwardness or embarrassment than in bald on record strategies and positive politeness strategies. At last, there is also another type of politeness strategy called off record. Brown and Levinson (1987) assert that this strategy uses indirect language and removes the speaker from the potential to be imposing. The strategy of doing off-record is to express something general or different than the speaker's true meaning and relies on the hearer's interpretation to have the speaker's purpose get conveyed. The speaker can get credit for not imposing on the hearer or give the hearer a chance to be helpful and generous.

Nowadays, speech act and politeness strategies can be found in daily activities such as in public speaking, selling or buying interaction, novels, movie, and also during teaching and learning process. Both are used properly in certain way to convey certain meaning so the message that conveyed can be understood by the hearer as well as the way they are delivered can also be accepted by the hearer. In this case is the way English lecturer produce utterances to convey the meaning so the students can do what he intends them to do while also maintaining good relationship with them. Thus, it is important to pay attention to those two aspects of language during the process of teaching and learning since would contribute to the success of learning activities.

As a continuance, there is a changing on the learning model due to the spread of Covid 19; a shifting from offline to online learning (Haleem, et al, 2020). This shifting in language learning comes with novel challenges since the language learning is commonly conducted directly and face to face; the lecturer used to deliver the instructions in offline class setting. Therefore, there must be an adjustment made by him in dealing with online

classes. The lecturer should be able to use appropriate language expressions to deal with the students in online class in order to achieve the goal of language learning; to make the students understand what the teacher expects them to achieve and at the same time to get them feel secure by avoiding any possible misunderstandings.

In the meantime, online class has become an usual teaching model yet the challenges still remain due to the limited access of direct communications from the lecturer to the students. In other words, it moves from novelty to necessity. Meanwhile, there are previous studies about the use of speech act and politeness strategy in online teaching in school level; junior and senior high school students. Thus, this research is conducted to find out the speech act and politeness strategy used in higher level, university students, where the students at this level are more critical and more mature in terms of emotions and feeling; it requires the use of language in certain way to address their characteristics in order to make them feel good and appreciated during instruction. It is not just the matter of asking the students to join the online class. Instead, the lecturer needs to be a lot clearer about the instructional goals and corresponding outcomes. To that end, breaking down the instruction into a clear objective; identify a tangible skill, a targeted point of knowledge, and a chunk of learning.

Based on the above problem, this study is conducted to find out what type of politeness strategies and speech act applied by the English lecturer during online classes to achieve the goal of language learning. An English lecturer at Dwijendra University is the subject of this study since an online learning is still conducted there. There are six lecturers who are actively teaching, three of them are having specialty in handling the sociolinguistics, pragmatics, and other related subjects during the semester and only one of them is chosen randomly as the subject in this study. Thus, the politeness strategy and speech act applied by that English lecturer during his online class are the data of this study.

METHOD

A descriptive qualitative research design was used in this study to find out the politeness strategies and speech act applied by English lecturer during his online class' interactions. Descriptive qualitative research design focuses on gaining deeper understanding related to the opinions, feelings, perspective or attitudes of the participants under the study (Lodico et al., 2010; Nassaji, 2015). Moreover, this kind of research has a goal to show a summary of specific event that is experienced by individual or groups of individuals. This study aimed to collect, analyze, and interpret the data that were collected through a 90-minutes English lesson. This study was conducted to investigate the politeness strategies and speech act used by an English lecturer in their online classroom interactions. Therefore, the data in this study were in the forms of utterances which were uttered during the teaching and learning activity.

In addition, non-participant observation and semi structured interview were used to gain the data. The non-participant observation is a kind of observation carried out directly or indirectly involved with the object of observation. Semi structured interview is an interview that are conducted by developing questions but still adjusting to previously made questions. (Nugrahani, 2014). Three types of instruments were used in collecting the data. The instrument used was a video containing learning activities carried out by the research

subject, an interview guide to verify the data, and observation checklist containing the data that has been obtained. In analyzing the data that has been obtained, this study uses data analysis techniques proposed by Miles and Huberman; Data analysis was carried out in three stages, they are data reduction, data display and conclusion drawing / verification (Miles and Huberman, 1994). This study also uses the triangulation method in analyzing the data. This study used two types of triangulation in this study; the first one was the triangulation investigators which carried out in collaboration with experts in the field being studied, they are speech act and politeness strategy. While the other one was triangulation theory which carried out to adjust the data with the speech act theory and politeness strategy.

FINDINGS AND DISCUSSION

The Searle's theory of speech act (1969) is used to define and classify the type of speech act used by the English lecturer and the theory of politeness strategy from Brown and Levinson (1987) became the basis for identifying the type of politeness strategy used during the online class. It is found that the English lecturer used five types of speech acts during his online class; representative, directive, commissive, expressive, and declarative. Meanwhile, four types of politeness strategies study were found to be used by English lecturer during his online class; bald-on-record, positive politeness, negative politeness, and off-record. The data that has been obtained during this study and also its explanation in detail are presented as follows;

1. Speech Act

The following are types of speech act applied by the English lecturer during his interaction with the students in online class.

1.1 Representative

Representatives are speech acts that the utterances commit the speaker to the truth of the expressed proposition. The utterances are produced based on the speaker's observation of certain things then followed by stating the fact or opinion based on the observation (Searle, 1969). 26 utterances (9.2% of the data) were found as a representative speech acts that were applied during online classroom interaction. Those utterances were in the form of statements, descriptions, classifications, and explanations which were used in stating, informing, explaining, arguing, and also affirming. This is an example of representative speech act found in classroom interaction: "well, narrative text should be done in chronological order". This utterance was produced due to the lecturer intention of informing to the students about the state of affairs; The utterance made by the English lecturer tells the fact which represents the truth as people will believe it.

1.2 Directive

Directives means that speaker direct the hearer to perform some future act which will make the world fit with the speaker's words, or in other words they express what the speaker wants (Searle, 1969). He also stated that it tries to get the hearer to behave in such a way as to make his behaviour match the propositional content of the directive. In this

study, the English lecturer produces 168 utterances (59,4% of the data) were found as a directive speech acts that were applied during online classroom interaction. Those utterances were used in warning, questioning, commanding, suggesting, requesting and inviting. This is an example of directive speech act found in classroom interaction: “I need you all to turn on camera before I start my presentation”. This utterance was produced due to the lecturer intention of commanding the students to turn their camera ON so that the lecture can start the presentations; to make someone do something that he needs to follow, especially when the speaker has more authority over the hearer. Commanding can also mean to control someone or something and tell him, her, or it what to do. In short, commanding is to give someone an order. Thus, every directive is an expression of a desire that the hearer should do the directed act.

In addition, directive type of speech act was found to be the most speech act type being used by the English lecturer in utterances during classroom interaction. It can be seen from the total utterances produced during the 90 minutes instruction; 168 utterances in which covers 59.4% of the total data collected. It is due to the part and function of the lecturer during the class that is to deliver material which demand him to lead, command, warn, question, suggest, request, and also invite the students during the classroom interactions in order to achieve the goal of instructions. Besides, in this case, the lecturer has more authority over the students which set the natural atmosphere that form the believe among them to give and do those language functions in order; the hearer (students) have to follow what the speaker (English Lecturer) says.

1.3 Commissive

In commissive, speakers commit themselves to a future act which make the words fit their words. They express what speaker intends commissive is the utterance is produces to give action in the future (Searle, 1969). The commissive deal with committing to do something so the conditions of satisfaction would be depending on whether the commitment is carried out, kept, or broken. In this study, the English lecturer produces 31 utterances (11% of the data) were found as a commissive speech acts that were applied during online classroom interaction. Those utterances were commonly used in promising and pledging. This is an example of commissive speech act found in classroom interaction: “we are going to do discussions right afterwards” This utterance was produced by the English lecturer to tell the whole class that there is going to be an activity that would be done after finishing the current activity; discussions right after the group finished their presentation. This utterance categorizes as commissive type of speech act since there is the phrase "be going to" applied; it indicates an action that the English lecturer are about to conduct in the future where he will continue to discuss the students’ presentation. In line with the previous utterance, the English lecturer also stated that “keep doing great, big fat A would be yours”. This utterance is also categorized as commissive type of speech act since it indicates a promise for giving something (in this case is an A) when the students fulfil certain requirements, terms and, conditions (in this case is to keep doing their best during the whole semester).

1.4 Expressive

Searle makes a category for speech act that focus on primarily on representing the speaker's feeling, it was expressive. Expressive is used by the speaker to make words fit the world (in this case is – of feeling); it represents the speaker feeling through psychological state. In this study, the English lecturer produces 37 utterances (13% of the data) which were found as an expressive speech acts applied during online classroom interaction. Those utterances were commonly used in greeting, complimenting, expressing possibility, thanking, apologizing, welcoming, condoling, pleasuring, like, dislike, joying, etc. This is an example of expressive speech act found in classroom interaction: “good evening my dear students” This utterance was produced by the English lecturer to greet the whole class at the first place; greeting is something friendly and politely used by the lecturer as a sign of welcome which creates a feeling of warm welcome and also recognition. The other one is “I love your paragraph Elys, the way you represent ideas is so smooth”. This utterance is a compliment; an expressive act since the intention is to praise or express admiration to someone, one of his students. The lecturer uttered this as a form of polite expression to congratulate Elys for doing great in writing paragraph.

1.5 Declarative

The declarative speech act is quite special since the words utter have an effect of immediate changes in the institutional state of affairs which tend to rely on elaborations of extra linguistics institutions (Searle, 1969). He observed that successful performance of declarative speech acts brings about the correspondence between the propositional content and reality; in order to successfully perform declarative speech acts, the speaker must have a special institutional role in the specific context, in this case is the lecturer role to the students during the instruction in the classroom context. In this study, the English lecturer produces 21 utterances (7.4% of the data) which were found as declarative speech acts applied during online classroom interaction. The utterances were commonly used in declaring, dismissing, christening, naming, cursing, appointing, sentencing, firing, etc. This is an example of declarative speech act found in classroom interaction: “Unit 5 is finish, so the class today is dismissed. You have your to-do-list. No submission until the third week, then you die!!!” This utterance was produced by the English lecturer to declare the status of the class and also declare some sort of bad result for not submitting the assignment by the due date stated. The term “die” is the word that might represent the effect; the students will not pass the subject and get D score. Thus, by knowing this fact, the students become aware of the situations.

2. Politeness Strategy

The following are types of speech act applied by the English lecturer during his interaction with the students in online class.

2.1 Bald-on-record

Bald-on record in politeness strategy is commonly shocking and embarrassing hearers since it is a direct way to say things (Brown & Levinson, 1987). This strategy does not attempt to minimize the threats to the hearers' face. The speaker who apply of this

strategy usually employed in situations through which both parties are having close relationship; friend, family, colleagues, and frequently the speaker is vastly superior in power than the hearer. In addition, this strategy is applied to show great urgency or desperation, great efficiency, task oriented, welcome, offers, etc. This is an example of bald-on record applied by the English lecturer during his classroom interaction: “Five minutes left eka, do it fast, uumm..skip the introduction, it less important”. This utterances cover urgency and task oriented which were directly aimed to the students. In this case, the lecturer uttered those words in higher tone which means that he had no desire to minimize the threats and the effect that might occur on the students was not currently his concern; the lecturer did not take the students feeling for granted whether they were shocked, embarrassed, got offended, or even felt discomfort.

2.2 Positive politeness

Positive politeness strategy is applied to save the face and positive self image of the hearer (Brown and Levinson, 1987); this kind of strategy expresses concern for others and minimize threats to self-esteem in particular social contexts. The speaker who apply of this strategy usually employed in situations through which all participants are promoting solidarity, closeness, and a conflict-free relationship. Thus, this strategy mostly cover appreciation, optimism, compliment, approval, interest, etc. These are examples of positive politeness strategy applied by the English lecturer during his classroom interaction; “..your presentation is amazing, you must be well prepared, great Tari. Oiya..your paragraph mostly about your own pets, you like dogs a lot right..”. and “...all of you are doing great today, congratulations...”. The utterances by the English lecture categorized as positive politeness strategy since they cover appreciation, compliment, and simply a notice to the students’ interest that make them feel appreciated and comfortable. As a lecturer, he showed that he noticed the student’s interest of a dog right after he gave compliment to her writing in a way that make her feel good about herself and her performance that day. The other utterance has the intention to maintain the students’ optimism on the subject being taught by congratulating; giving positive value to the students’ work, performance, ideas, and other aspects. Besides, positive politeness is all about being optimist.

2.3 Negative politeness

Negative politeness strategies are intended to avoid giving offense by showing deference (Brown and Levinson, 1987); the speaker intends to create distance with the hearer in order to show respect. The strategy includes questioning, hedging, presenting disagreements as opinions, also formality and indirectness. These are examples of negative politeness strategy applied by the English lecturer during his classroom interaction: “...I normally wouldn’t ask you this...” and “..I hate to have to say this, but there is no progress!!!..” Those utterance by the English lecturer were applied as the form of negative politeness. He used utterances that function directly as notice that violates face wants and wanted to indicate reluctance where he impinged on student by using hedges. Thus, they were considered as examples of negative politeness strategy since it conveys pessimism; pessimism put both parties in distance where one did not satisfy the other expectations.

2.4 Off-record

Off-record is one of the politeness strategies that allow speaker to apply hints or statement to convey the intended meaning and then the hearer has to grasp the intended meaning themselves (Brown and Levinson, 1987). It can be defined as an indirect strategy; the speaker wants the hearer to do something yet avoiding the responsibility to do it, so here the speaker leave the hearer to construct the meaning. The application of this strategy possibly done by giving hints or statements, giving association clues, doing presuppose, doing understate, doing overstate, etc. Commonly, this strategy will violate the maxims of quantity, relevance, and others since the utterances might be do not match with the actual meaning and using terms that higher than the actual state. These are examples of off-record strategy applied by the English lecturer during his classroom interaction: “..Hello, Anybody home???.”. This utterance conveyed the meaning that the English lecturer implicates a request that the students should turn the camera ON during the class. The students one by one turn their camera ON right after the lecturer said that hints. Then, another utterance followed: “..thanks, I told you hundred times, keep the camera on during the class..” The students response indicated that they grasp the intended meaning uttered by the lecturer since they turned the camera ON. The other utterance stated an overstate; the word “hundred times” is far beyond the actual state which make the students realize that they repeat the same mistake.

CONCLUSION

Based on the findings, the conclusion can be drawn as follow; five types of speech act were used by English lecturer during his online teaching in total number of 283 utterances. Those five types of speech act that used are representative (26 utterances – 9.2%), directive (168 utterances – 59.4%), commissive (31 utterances – 11%), expressive (37 utterances – 13%), and declarative (21 utterances – 7.4%). Directive types of speech act dominantly used by the English lecturer during the instruction due to the function and intention of the utterances are about to asking, inviting, pleading, ordering, and prohibiting; it gets the students actively involve during the teaching and learning process. Another finding from the data is the four types of politeness strategy that was used by the English lecturer during his online learning; bald-on-record, positive politeness, negative politeness, and off-record. Meanwhile, the result of interview proofs that the use of language during the instruction in online class is more challenging due to several factors; the indirect access to the students which contribute to many communications gap and problem and also the possibility to be recorded for further use. Therefore, the language used during the online class should appropriate and match the needs of students at certain level. Finally, it is hoped that the findings could provide proper data on the application of speech act and politeness strategy during classroom interaction and thus, would be beneficial for consideration in planning instruction process and also for further research in the same field.

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