

Realisation of Politeness Lecturer through Speech Acts in Classroom Interaction: Pragmatic Studies

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Abstract

This research study is focused on how politeness and utterances applied by lecturers and students in the lecture classes. How do they talk and what do they say that makes the classroom atmosphere feel good. It turns out that speaking is not just a matter of how individuals convey ideas, thoughts and intentions to other people using proportional language, but what is more important is the speaker's ability to maintain the dignity and feelings of the other people who are spoken to. Words have the power and huge impact to affect others both in positive or even negative terms. Words can hurt or heal, even create or destroy, it depends on how people deliver words in utterance or speech acts to others. People say 'Life is too short, but there is always enough time for courtesy. Referring to the discussion, the aims of the study is to find out how most lecturers using positive or negative utterances in teaching the students, besides being able to predict what kinds of classroom, and teaching experiences it is available on teaching- learning process. The research method applied in this study is descriptive- qualitative research because the problem is related to humans who are fundamentally dependent on observation. The observation results of the document was analysed descriptively by using words in an utterance and classroom discourse analysis. Thus, the point of view in this study refers to languages, the nature of humans and classroom situation as reflecting for the humans as educators, lecturers in dealing with their students out or inside the classroom. In this case, the writers have considered that most of the lecturers will produce positive words or utterances, clauses in delivering teaching materials in the lecture classroom.

Keywords: Politeness, Speech Acts, The Power Of Words, Classroom Interaction, and Utterances

INTRODUCTION

Since the first, the Indonesian people have been known as a nation that has a diversity of ethnicities, cultures and languages. Some of the inheritance that has been passed down by ancestors from generation to generation include speaking well, respecting the old and loving the young, saying thank you when someone gives something, accepting gifts with the right hand and so on. Cultural forms like that or the like are the embodiment of the local wisdom of the Indonesian Nation or commonly referred to as the moral ethics of the Indonesian Nation. Morals are customs, behaviour, character, and morals which then develop into habits of good and ethical behaviour (Darmadi, 2012). Based on this definition, morals are values and norms that govern behaviour, and manners, including individual speech in the family, school and community environment where he lives. As time goes by, the massive global influence and the strong flow of information and technology changes, either directly or indirectly have changed the mindset and lifestyles of most Indonesians, especially today's youth (millennials and

zillennials). On the other hand, the development of information technology is very helpful and beneficial for most people, especially for young people with all their curiosity, interest and needs for new information, of course, they appreciate the role of the media today.

This is where the role of learning and education is needed in the context of the process of changing individual behaviour. Prof. Dr Moh Surya said that 'Learning is a process carried out by individuals to obtain a change in overall behaviour as a result of the interaction of individuals with their environment. Learning describes as a dynamic process because in essence learning behaviour is manifested in a dynamic process and not something silent or passive. The effect of using positive and appropriate words in utterances will always have good consequences for those who listen to them, especially for parents in educating their children at home, and teachers in carrying out their duties at school. Saying something is doing something, it means that every word in utterance conveyed will condition the atmosphere because it has something of strength, the power of words. Therefore, teachers must have good communication skills by choosing good and appropriate words for their students, so that teaching and learning activities will be well-conditioned.

Classroom interaction, crucial for effective learning can be hindered by various factors, included language barriers, where students may struggle to understand lessons or participate in discussions due to a lack of vocabulary, particularly in English language learning contexts. Next, problems in classroom interaction is about lack of confidence from both teachers and students, where some students always hides away from delivering or speaking up about their own ideas about certain theme or their own ideas. On the other hand, teachers are not aware of their students' weakness, then the class atmosphere, the situation, and the classroom interaction will be uncomfortable and unsafe. Next, students frequently feel hesitant to participate in class or with other groups of students, and the teacher doesn't know what to do, this will make less discussion, and the class will be quiet. Finally, the barrier is about applying ineffective teaching strategies in the front class. It can certainly hinder student learning and engagement. Some common examples include relying heavily on lectures, neglecting diverse learning styles, lacking clear communication, and failing to provide adequate feedback. In this way, a teacher must not fail to anticipate students's barriers in the classroom activities in some ways.

In linguistics and communication studies the word appropriate means an utterance is perceived as suitable for a particular purpose and a particular audience in a particular social context. Good communication is not only the way how to deliver a speech act, and good words to others but also the way how to listen to utterances effectively. Taking time to listen to what other people are saying and practising active listening so that we can easily understand people wisely, then reply with good and appropriate words in an utterance. That is what we call 'Effective Communication Skills, and by applying Politeness In Speech Acts. Therefore, teachers can create constructive atmosphere, effective communication, safe and inspiring enthusiasm, and so on. As a teacher, it will be a good atmosphere in the classroom when there are two directions of teaching-learning activities, e.g delivering subject materials and listening to what students want to say and bring into the conversation. Using positive words means using words well, using words clearly and using words effectively. As in this descriptive study, the research study provides a reference in supporting the theoretical basis as a supporting method that will provide direction to comprehension in a frame of thinking for the next page.

Politeness principles in the classroom, as outlined by Geoffrey Leech, focus on fostering positive interactions and minimising conflict. The principles, like tact, generosity, approbation, modesty, agreement, and sympathy guide both teachers and students to communicate respectfully, creating a supportive and effective learning environment. Another politeness principle is Lakoff's theory about formality, hesitancy, and equality that can apply in the classroom activities. The function of language in communication is very much determined by the purpose and message conveyed. Therefore, language can be said to be the greatest human nature, through language humans can convey thoughts, intentions, hopes and interests to their communication partners.

The main function of language is as a means of communication both interactionally and transactionally (Brown and Yule, 1996: 1). Interactional Communication or Interactive Communication means a general, everyday communication expression that aims to create familiarity, interpersonal and intrapersonal friendship interaction etc. For instance, to lighten the mood, a prospective new student says 'are you registering too?' or 'have you reported to the committee yet?' to another a prospective new student who is obviously taking care of the registration at the campus. Another example when you accidentally meet your female lecturer who is having lunch in the campus canteen, then you greet her and say 'good afternoon ma'am, are you having lunch?', you might be considered to have no words to say in that situation, and that is not what actually happened, the question is also not to be answered alias merely rhetorical or as a form of your politeness towards her. It is not important whether the speech or utterances we convey are related or not to the problems we faced by each of us. The speech is more interactive in nature, if not called 'small talks' in order to get closer to the situation that we want to build together. In real life, sometimes this method has to be done so that each other understands the importance of togetherness and building communication.

The example of communication above is very different from the statement of an anti-drug volunteer who explained the dangers caused by drugs in front of the symposium. He said drugs are our common enemy, the enemy of the younger generation and the destroyer of the future. So, stay away from drugs! The message is clear and firm, the volunteer is transferring the knowledge he has to the forum participants, so that they can avoid drugs. The volunteer may use persuasive language or declarations to convince the audience that there is no choice but to stay away from drugs. There is a process of information transaction in the campaign with clear goals and targets. Therefore, the language used will also function as a transaction or transactional tool. It is another function of language as a means of transactional communication, meaning the language is used to communicate or express anti-drug propaganda, advertising language, campaign posters etc.

Humans interact with each other through the use of whether spoken, written or signed language. Based on linguistic theory, language is understood as a symbol of speech produced by the human speech organs. The symbol of speech certainly contains meaning so that it can be understood by other humans. The meaning that is constructed is also conventional as the language itself is arbitrary. The language in question is generally in the form of linguistics, namely fulfilling the rules, norms and aspects of language (Dadang Anshori, 2017: 4). In language practice humans not only use linguistic symbols but also non-linguistic (paralinguistic) symbols. For examples, a lecturer who is annoyed with his students who are

making noise during a lecture, may no longer show his annoyance verbally, but remain silent not continuing his explanation. These silent movements can be understood as nonverbal language if the students are responsive to the lecturer's behaviour.

Schiffrin in her approach to discourse (1994) discusses and compares some of the different approach to linguistic analysis of discourse ie speech acts theory, interactional sociolinguistics, and ethnography of communication, pragmatics, conversation analysis, and variation analysis. In the early writing, in fact the writer would like to spot on the utterances of the lecturer to find out politeness in the classroom discourse, however it had already been represented by other discourse theorists. In this case, the research study will remain focusing on the lecture activities, how the lecturer delivers his subject course and how he behaves and speaks in the classroom discourse or classroom activities.

RESEARCH METHOD

The research method applied in this study is a descriptive qualitative approach related to the transcription among models of politeness and speech acts theories by Leech, Lakoff, Austin, and Searle. Speech acts are divided into locutionary, illocutionary and perlocutionary, etc. This model was developed to describe lecturers and students' talks in such based on hierarchy of an oral discourse unit. It assumes that the classroom/ lectures- interactions follows a fairly typical and predictable structure, comprising three parts: of Lakoff's theory, formality, hesitancy, and equality, Searle's illocutions' parts building on John L. Austin's work, identified five categories; assertive, directive, commissive, expressive, and declarative. Those are preferred by some writers and practitioners to reflect the fact that, most of the time; lecturers talks and utterances need feedback from students as an evaluation of a student's contribution. And to complete the data analysis, the adding theory is coming from Paul Grice of Cooperative Principles, i.e Maxim Of Quantity, Quality, Relevance, and Manner. Lecturers are constantly assessing the correctness of an utterance and giving feedback to learners. In this research study, samples are taken from five (5) senior lecturers and five (5) entry- level lecturers (junior lectures).

RESULTS AND DISCUSSION

To be able to obtain good results in analysing dialogue discourse, it is necessary to study and understand speech acts theories related to politeness theories of spoken discourse in dialogues' texts, especially in listening to and observing talks- conversation in related with speech theories, speech acts, conversational theory, cooperative principles and politeness. And this below is about Semantic- Pragmatic Orientation Of Speech Theories

Table 1. Speech Theories Orientation

Semantic- Pragmatic- Orientation	Speech Acts	Conversation	Cooperative	Politeness
Speech Theory Of Senior- Junior Lecturers				
1.Assalamualaikum.. Good Evening All.. Good Evening stuudents..	✓	✓		✓
2.Today is Friday, 9 May 2025... I will.. We are – going to...		✓	✓	
3.And we'll be conduct- ing online lectures ... today from 18.30-20.00	✓		✓	✓
4.It's nice to see you all.. It's my pleasure...	✓	✓	✓	
5.We'll do this learning- All together...	✓			
6.And you can do the rest by yourselves at home!				
7.You must complete this by Tuesday...				

Of the ten (10) lecturers, only two lecturers were more sensitive to politeness. As we can view some texts of dialogues below:

Lecture: Selamat Malam semua!

Good Evening class!

Students: Selamat Malam pak!

Good Evening sir!

Lecture: Kita lanjutkan materi bahasan malam ini..

Let's continue our discussion material for this evening about...

From the dialogue texts above, we can see that a lecture prefers expressing speech acts, conversation, and doing cooperative principles to showing politeness.

The theory of speech acts, conversation, the principle of cooperation and the theory of politeness are often used in analysing dialogue discourse or oral discourse in the realm of pragmatic science. In this regard, discourse analysis can use these theories because the language data used is the same, spoken language or dialogue discourse. As we see at table 1.1 taken from samples of lecturers at Indraprasta University PGRI session class Y6H semester 6 majoring English Education Study Programme. Most of the lecturers prefer applying speeches, dialogues and cooperative principles to applying politeness.

The depth of analysis is determined by the desired analytical achievement. If the analytical achievement is only showing structures, grammatical contents (linguistics) then the

device only includes the elements that form the texts. As mentioning earlier, the study of speech acts is actually the main study of pragmatics. The study of speech acts can be seen from its type, the relationship that is built and the level of politeness. Speech acts are divided into locutionary, illocutionary and perlocutionary. Look at the tabel 1.2 below, analysis of types of speech acts where language data and resources will be shown as an explanation of performative utterances by J.L Austin:

Table 2. Types Of Speech Acts

Language Data and Sources			
Utterances	Locutionary	Illocutionary	Perlocutionary
1.Today we'll make a presentation...	-	✓	✓
2.Classes start as scheduled...	✓	-	-
3.We'll study online via zoom...	-	✓	✓
4.Before lectures start, I'll take – attendance first...	-	✓	✓
5.If I'm on camp, you have also to be oncamp...	-	✓	✓

Speech and dialogue discourse can be classified into the three types of speech above. This analysis is useful for determining which utterances are frequently used by a lecturers. Discourse analysis places more emphasis on how speech forms and meanings are formed, so that communication can take place well. As we see at table 1.2 about speech acts analysis, showing that most of the lecturers express more illocutionary and perlocutionary acts than locutionary acts. Of the ten lecturers, only one lecturer was eager to express locutionary acts. It's a good sign for representing other lecturers at the same study programme. The following dialogues are making us clear to define which performative utterances frequently come up:

Lecture: Baiklah, sebelum perkuliahan dimulai, saya akan mengabsen kehadiran..

Alright, before starting lectures, I'll take your attendance list first...

Students: Siap, saya hadir pak!

Ok I'm here sir!

The lecture says, is an act performed in saying something, as contrasted with a locutionary act (Austin, 1984). Another real instance of an illocutionary act that affects an action or perlocutionary act as someone says 'is there any sugar?' at the afternoon tea table, the illocutionary act is a request; please give me some sugar, even though the locutionary act (the literal sentence) was to ask a question about the presence of sugar.

Another speech acts in cooperative principles point to cooperation in communication. These are obtained through speakers attempting to be truthful, informative, clear and relevant. In linguistics, the cooperation principles refer to the fact that participants in a conversation cooperate with each other to create successful communication. The cooperative principles was introduced by Paul Grice in 1975 and based on the assumption that participants in a

conversation cooperate with each other, in this case a lecturer with students or a student with his colleague students. There are four types of a maxim in cooperative principles that can create effective and cooperative communication. These are the maxims of quantity, quality, relation and manner as follow below.

Table 3. Cooperative Principles Analysis

Language and Source Data				
Maxims Of	Quantity	Quality	Relation	Manner
1.Ok, is today's presentation getting ready?	✓			
2.While waiting for the group In charge of the presentation, Please share the PPT...		✓		
3.Tomorrow we meet face to face...		✓		✓
4.Last semester's grades were quite good...			✓	
5.The dean went with the chancellor to usual place...				

Speech act studies are also conducted by looking at the cooperation principles or relationships that are built between participants in oral communication. According to Grice (Cutting, 2002: 34), this type of speech act can be divided into maxims of quantity, maxims of quality, maxims of relation and maxims of manner. The maxim of quantity is a maxim whose answer does not indicate certainty or truth, the maxim of quality shows an answer that is definite and in accordance with the statement or question, the maxim of relation shows an answer that depends on the speaker's interpretation, while the maxim of manner is an answer that does not directly lead to the statement. Some following dialogues will explain which maxims suit the situation in the classroom:

Lecturer: Saya tidak melihat Isabel malam ini, ada yang tau?

I'm not seeing Isabel, do you know where she is?

Student Y: Saya tidak tau pasti pak, tidak ada pemberitahuan

I'm not sure sir, there's no confirmation from her tonight.

From the above conversation, the maxim quantity does not indicate certainty or truth. Let's take a look at another maxim:

Lecturer: Kita akan bertemu di lab besok menjelang pukul 10 pagi ya...

We'll meet in the lab tomorrow by 10 am...

Students: Baik pak, di Ranco!

Ok sir, di Ranco!

The maxim of quality shows an answer that is definite and in accordance with the question or statement.

Here's the maxim relation that shows an answer depending on the speaker's interpretation, as the following dialogues:

Lecturer: Di mana Andi tidak kelihatan hari ini? Ada yang tau?

Where is Andi now? Anybody knows?

Students: Biasa pak, membantu ibunya berdagang tiap Sabtu malam.

As usual, he helps his mother every Saturday night sir.

The last type of maxim is manner. The answering does not directly lead to the statement or texts.

Lecturer: Setelah saya koreksi hasil ujiannya, nilai rata- ratanya cukup bagus...

The average scored results of this class are excellent.

Students: Yang paling tinggi berapa pak?!

Who is getting the highest score?!

Lecture: Yang penting tidak mengecewakan.

The important thing is not to disappoint.

In this last section, Paul Grice (1989: 26), with his Cooperative Principles have provided useful basis for analysing dialogue texts in conversation. To exemplify, they cited on example drawn from the Gricean's model as shown below:

Lecture: Does anyone know about this theory of performative utterances?

Students: Do you mean the theory of J.L Austin or Roger Searle, sir?

Lecturer: Both of them

Using the criteria of predicting /predicted nature for contribution, they argue that the students' (S) contribution in the example is to be included to the fourth element of exchange structure (?) as shown in the following matrix:

CONCLUSION

Commonly, the classroom interaction is different from classroom discourse analysis to find out what kind of interactions from the general class and what kind of classroom interaction from Steve Walls or Sinclair & Coulthard. However, detecting politeness and attitudes that is another thing to conduct this study using other theorists such as J.L Austin, Roger Searle, Paul Grice and pragmatics by George Yule in the purpose of finding out utterances, politeness, cooperative principles in critical classroom interaction in normal activities. Thus, from this politeness and pragmatics' analysis, words in utterance- speech acts theory, and Grice's principles, it can be concluded that such way when lecture talks more and students wait everything from that lecture could bring an impact both positive and negative results- it depends on the contents of material speeches delivering to the students in the classroom.

There are many ways to analyse dialogue/spoken discourse. In addition to what the author has explained, discourse can also be done using conversational cohesion and coherence. Coherence can be seen from the theme or content of the conversation depicted from one sentence to another, while cohesion elements can be seen from various grammatical and lexical elements. The rests of the related- interesting theme, hopefully we can discuss them in another article with a better writing style.

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