

ANALISIS PRAGMATIK TENTANG PERSAMAAN DAN PERBEDAAN STRATEGI KESANTUNAN BERBAHASA YANG DILAKUKAN OLEH GURU LAKI-LAKI DAN GURU PEREMPUAN PADA KONTEKS KELAS EFL DI SMAN 1 TELADAN YOGYAKARTA

A PRAGMATIC ANALYSIS OF SIMILARITIES AND DIFFERENCES OF POLITENESS STRATEGIES PERFORMED BY MALE AND FEMALE TEACHERS IN EFL CLASSROOM CONTEXT AT SMAN 1 TELADAN YOGYAKARTA

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Abstract

This research aims at identifying the types of politeness strategies, describing how politeness strategies are realized, and identifying the sociological factors that initiate the use of politeness strategies performed by male and female teachers in EFL classroom context. This research was descriptive qualitative research. This study used Brown and Levinson's politeness strategies (1978). The results revealed three findings. First, the bald-on record strategy was more widely found in the teachers' classroom English. The positive politeness strategy was widely found in male teacher's politeness strategies, while the off-record strategy was widely found in female teacher's politeness strategies. Second, the male teacher realized politeness strategies by showing that he did not fear non-cooperative acts from the students in giving instructions. He also realized the strategies by including him and the students in the activity to gain students' cooperativeness. Meanwhile, the female teacher often realized the strategies by giving hints in responding to students' answers. Third, the sociological factor that initiated teachers' politeness strategies was the ranking of imposition. This research shows that the male teacher mostly used politeness strategies to demand students' obedience and to invite cooperativeness with the students in the learning activities, while the female teacher used them to avoid discouraging the students in learning English. It also shows that the teachers used politeness strategies to soften the instructions. In addition, this research revealed that gender stereotypes did influence the politeness strategies between male and female teachers.

Keywords: EFL classroom, gender, politeness strategies, pragmatics, teacher

Abstrak

Penelitian ini bertujuan untuk mengidentifikasi jenis strategi kesantunan, menggambarkan bagaimana strategi kesantunan diwujudkan, dan mengidentifikasi faktor-faktor sosiologis yang menginisiasi penggunaan strategi kesantunan yang dilakukan oleh guru laki-laki dan perempuan dalam konteks kelas EFL. Penelitian ini merupakan penelitian deskriptif kualitatif. Penelitian ini juga menggunakan teori strategi kesantunan berbahasa Brown dan Levinson (1978). Hasil dari penelitian ini mengungkapkan tiga temuan. Pertama, strategi bald-on record (tanpa strategi) lebih banyak ditemukan di bahasa pengantar Inggris yang digunakan oleh kedua guru. Strategi positive politeness (kesantunan positif) secara luas ditemukan pada guru laki-laki, sementara strategi off-record (strategi tidak langsung) secara luas ditemukan pada guru perempuan. Kedua, guru laki-laki merealisasi strategi kesantunan dengan menunjukkan bahwa ia tidak takut akan ketidakpatuhan siswa dalam memberikan instruksi. Ia juga merealisasikannya dengan cara mengikutsertakan guru dan siswa-siswa ke dalam kegiatan untuk mendapatkan kekooperatifan siswa. Sedangkan, guru perempuan merealisasi strategi kesantunan melalui pemberian isyarat dalam memberikan respon pada jawaban-jawaban siswa. Ketiga, faktor sosiologis yang menginisiasi penggunaan strategi-strategi kesantunan para guru adalah tingkat beban dari tindakan yang mengancam muka (face-threatening act). Penelitian ini menunjukkan bahwa guru laki-laki sering menggunakan strategi kesantunan untuk membuat siswa-siswa patuh sekaligus mengajak mereka bekerja sama. Sementara itu, guru perempuan kebanyakan menggunakan strategi kesantunan untuk menghindari kekecewaan siswa dalam memberikan tanggapan pada jawaban-jawaban yang salah. Hal ini juga menunjukkan bahwa para guru

menggunakan strategi kesantunan untuk meperhalus instruksi-instruksi. Selain itu, penelitian ini juga mengungkapkan bahwa stereotip gender mempengaruhi penggunaan strategi kesantunan antara guru laki-laki dan perempuan.

Kata kunci: *gender, guru, kelas EFL, pragmatik, strategi kesantunan*

INTRODUCTION

In a formal education context, a teacher is regarded not only as a person who facilitates others in acquiring knowledge, but also as a good role model for people around them, especially the students. As what has been stated by Lumpkin (2008:45), from a long time ago teachers are expected to have good morale, and this expectation will not change over time. They will often be assumed to teach the students with professionalism and show commendable behaviors inside and outside the school. One of the positive behaviors which is often expected from the teachers, especially in Indonesia, is politeness.

In additional, based on the Ministry of Education and Culture Regulation Number 21 Year 2016 concerning the Standard of Contents in Elementary and Middle Schools, there are four core competences in 2013 Curriculum the students need to accomplish: spiritual, social, knowledge, and application of knowledge competences. In the social attitude competency, the attitude of being polite is mentioned and it aims to build students' character, so that they can behave appropriately not only in Indonesia, but also in international communication (*Kementerian Pendidikan dan Kebudayaan*, 2016:9). In order to achieve it, the teacher as a facilitator needs to give proper examples of polite acts in the classroom based on the local and target

language culture contexts, which are Indonesian and English in this respect.

However, politeness in everyday notion is different with politeness in the research. The first notion refers to good manners and etiquette performed in interacting and communicating with others. Meanwhile, the second notion refers to the politeness that is studied through the linguistic conception. There are some politeness definitions proposed by scholars. Leech (1989:81) states that politeness is to minimize the expression of impolite beliefs and maximize the expression of polite beliefs. In addition, Yule (1998) states that politeness is an act to show that someone is aware of one's face. The term of face itself is proposed by Goffman (2003) saying that face is someone's image of self that he/she wants to show to others.

In conveying utterances, someone may threaten another's face. This act is called a face-threatening act (FTA). Brown and Levinson (1987:65) emphasize the definition of FTA as an act performed by the speaker that is in the contrary to the face wants of the addressee. While to minimize the risk on the hearer's face, the speaker may perform a face-saving act, which is a strategy to maintain the hearer's face want. Brown and Levinson propose four main politeness strategies chosen by the speaker to satisfy the speaker and/or the hearer's face as well as delivering the FTA. They are bald-on

record, positive politeness, negative politeness, and off-record strategies.

There are also various functions and output strategies (realizations) in performing these strategies. The bald-on record strategy is used when the maximum efficiency in the communication is preferred more than satisfying other's face. It is usually used in the case of urgency which suggests that the danger to the hearer's face is very small, or the speaker has higher power status than the hearer. It is usually marked with the use of imperatives and direct and clear expressions. The positive politeness strategy involves concerning the hearer's positive face want, which is the desire to be accepted, liked, treated the same manner as other members of the group, and appreciated of individual achievement. This strategy also aims to soften the FTA by minimizing the social distance between the speaker and the hearer. Thus, this strategy is usually performed through friendly acts. The negative politeness strategy involves concerning the hearer's negative face want, which is the desire of freedom of actions and being free from impingement. The negative politeness shows self-effacement, formality, and restraint. The aim of this strategy is to put the social distance between the speaker and the hearer due to the high risk of the imposition in the FTA. The negative politeness strategy can happen in the communication of employee/manager, student/teacher, or between strangers. The off-record strategy is performed by the speaker when he/she wants to deliver the FTA as well as avoid the responsibility to perform it. In this strategy, the speaker does not show his/her intention

clearly and lets the hearer interpret it which can lead to multiple interpretations. It is usually performed through ambiguous, incomplete, or indirect verbal expressions. These politeness strategies are sequentially sorted by the degree of risk to the hearer's face. As in the bald-on record strategy, it lacks of face risk minimization, while the off-record strategy lets the speaker avoid the responsibility of carrying out the FTA. In short, Brown and Levinson's politeness strategies can be presented as in the following diagram.

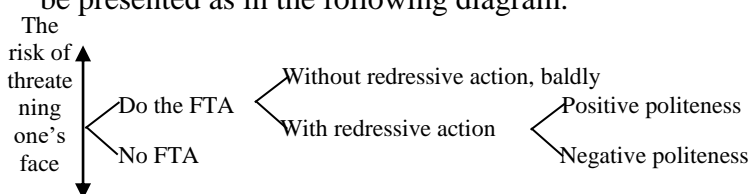


Figure 1. Possible Strategies for Doing FTA or Not

In performing a politeness strategy, there is a particular tendency that motivates the speaker to perform a certain output strategy based on the context and the situation where the communication occurs. Brown and Levinson (1987:74-77) differentiate the factors that affect the use of politeness strategies. They are the social distance of both speaker and hearer (D), the relative power of speaker and hearer (P), and the absolute ranking of impositions (R). D differs the closeness of relationship between the speaker and the hearer. It differentiates family, friends, and strangers who relatively have the same social status. P distinguishes the hearer's relative power toward the speaker. P value is regarded high if the hearer has higher social status than the speaker or otherwise. R is the degree of imposition on an FTA toward the hearer's face wants by

considering politeness or appropriateness in the respective cultures.

Even though the teachers may have applied certain politeness strategies inside the classrooms, there is a possibility that each teacher may perform differently, especially between male and female teachers. Differentiating people by gender is quite common because both are distinct by nature. The term of gender itself refers to the social construct differences in men and women (Wardhaugh, 2006:315). Holmes and Stubbe (in Holmes and Meyerhoff, 2003:574) also give evidence of different tendencies between men (masculine) and women (feminine) in the social interaction. The masculine features consist of being indirect, confrontational, competitive, autonomous, dominates (public) talking time, aggressive interruptions, task/outcome-oriented, and referentially oriented. While the feminine features consist of being indirect, conciliatory, facilitative, collaborative, minor contribution (in public), supportive feedback, person/process-oriented, and actively oriented. Another view proposed by Lakoff (1973:49-50) who states that women use different lexical items and particles. She describes the politeness acts in women's speech as "leaving a decision open, not imposing your mind, or views, or claims, on anyone else" (1973: 56). Similar with Lakoff, Holmes and Stubbe also find that women do small talk longer and deeper (personally) than men in the workplace (in Holmes and Meyerhoff, 2003:579). Speaking generally, gender is a social aspect that differentiates the society into men/women or masculine/feminine, through language and meaning. Men tend to speak directly, use less

politeness, and show dominance. On the other side, women speak indirectly, use more politeness, and maintain the friendly communication. Thus, it is possible that there will be differences in the way male and female teachers interacting with the students and in applying politeness strategies during teaching and learning process.

Meanwhile, the social interaction and communication inside the English as a foreign language (EFL) classrooms in Indonesia, the teachers usually dominate the talking, making it appears as one-way communication because the teacher is the one who shares the information to the students. Richards and Lockhart (1994, cited in Kasuya, 2008) contrast the Asian and Western teachers' attitude in the teacher-student interaction and show that the settings in the Asian classrooms are mostly teacher-centered. Asian teachers control the students during the lesson and expect them to follow and comply to the given instructions in order to achieve the learning goals that have been decided by the teachers.

In EFL classrooms, English is not regarded as a subject the students need to memorize, but it should be meaningful for them to use in everyday live. The teacher can apply English in the classroom communication to "provide opportunities for language to be used communicatively" (Hughes, 1981:6). English that is applied in the classroom management which is followed by simple actions in order to create the "normal" social situation can be referred as classroom English (Hughes, 1981:6-7). Further, Hughes (1981:9-11) divides the classroom English based on the language functions used in

the classrooms, i.e. organization, interrogation, explanation, and interaction. To achieve this goal effectively, certain strategies in communicating the classroom English are needed.

Based on the reasoning above, this research aims to answer the questions on:

1. What are the types of politeness strategies performed by male and female teachers in EFL classroom context?
2. How are the politeness strategies realized by male and female teachers in EFL classroom context?
3. What are the sociological factors that initiate the use of politeness strategies performed by male and female teachers in EFL classroom context?

RESEARCH METHODS

This research used a qualitative descriptive approach because the goal of the research was to describe the language use. It involved naturalistic settings in order to interpret the people's views about the events (Bodgan and Bilken, 1982; Lodico et. al., 2010).

The data were the lingual units found in the classroom English used by male and female teachers during teaching and learning activities in the form of words, phrases, sentences, and utterances. Data were gathered from eight bilingual classes, which are divided into four classes for the male teacher and four classes for the female teacher, at SMAN 1 Teladan Yogyakarta in academic year of 2017/2018. Quantitative data were also presented in this research to mention the frequency of occurrence and give detailed descriptions and explanations.

In collecting the data, there were three steps done by the researcher. First, the researcher observed the classroom English performed by the teachers. Second, the researcher recorded the classroom English to capture the entire communication and context occurred in the classrooms and to give trusted evidence. Third, the researcher also used the taking note technique to write down any additional information.

After the data were gathered, the researcher analyzed them in four steps. First, the data from the audio, video recordings, and field notes were observed. Second, the data were transcribed to get detailed view. Third, the data were reduced based on the utterances that contained classroom English language features and politeness strategies. Fourth, the data were categorized and interpreted in the data sheet based on politeness strategies proposed by Brown and Levinson (1987). To achieve the validity and reliability of the data, the researcher also used the triangulation method (Mertens, 2009:258).

FINDINGS AND DISCUSSION

The first finding was politeness strategies found to be performed by male and female EFL teachers at SMAN 1 Teladan Yogyakarta. The researcher observed the classroom English that contained 99 politeness strategies. There were 46 of them performed by the male teacher and 53 were performed by the female teacher. In the male teacher's politeness strategies, there were 18 of the bald-on record and the positive politeness strategies, 9 of the negative politeness strategy, and 1 of the off-record strategy. Meanwhile, in the female teacher's politeness strategies, there

were 16 of the bald-on record and the off-record strategies, 13 of the negative politeness strategy, and 8 of the positive politeness strategy.

In the application of the bald-on record strategy, both male and female teacher mainly performed this strategy in giving instructions and commands to the students. It was because the classroom English language functions were mostly related to giving instructions where the clarity in teachers' utterances was necessary.

Positive politeness was also used by the male teacher in giving instructions and sequencing the lesson activities. It showed that the male teacher attempted to obtain students' cooperativeness throughout the learning activities. Meanwhile, this strategy ranked the last in the female teacher's classroom English. It indicated that the female teacher rarely used the strategy that maintained cooperativeness compared to other strategies. However, the female teacher also used it in giving instructions to ask for students' cooperativeness and to soften the instructions.

Negative politeness was the third politeness strategy performed by male and female teachers. Both of them used this strategy in giving indirect instructions and commands. It indicated that both teachers showed respect to the students and did not force them to obey their instructions or commands.

Off-record was the strategy that was mainly used by the female teacher in her classroom English, especially in giving indirect commands and responding to students' wrong answers. It means that the female teacher often used implicit verbal expression in conveying her

utterances and let the students to deduce her intended meanings. However, this strategy was not dominant in the male teacher politeness strategies since it only occurred once when there was particular situation emerged.

The second finding was there were several output strategies in realizing the politeness strategies. In the male teacher's politeness strategies, the teacher realized them as showing no fear retaliation strategy (showing that the teacher is not afraid getting non-cooperativeness or reprisal/revenge from the students) with 12 data, including both the teacher and students in the activity strategy with 11 data, being conventionally indirect with 8 data, task-oriented with 5 data, and being optimistic with 4 data. The other realizations were considered not dominant because they only occurred once. In the female teacher's politeness strategies, the teacher realized them as giving hints with 15 data, being conventionally indirect with 8 data, and including both teacher and students in the activity with 5 data. Meanwhile, the remaining realizations were considered not dominant because they only occurred 3 times or less.

In terms of realizations, the male teacher often realized the bald-on record strategy as not fear of retaliation in giving instructions, which means that he was not afraid of getting non-cooperative acts from the students. It was because he had the role as a teacher who should be respected and obeyed. Thus, it was acceptable for him to demand students' obedience during the lesson. Meanwhile, the female teacher realized the bald-on record strategy mostly as task-oriented in giving the instructions. It was because

the classroom English language functions were oriented to task. Therefore, the clarity in uttering the instructions was necessary.

In realizing positive politeness, the male teacher often realized it as including both S and H in the activity when he sequenced the lesson and gives instructions. The teacher mostly used pronoun “we” and inclusive form “let’s” in addressing the students. It means that the male teacher often invited cooperativeness with the students in the learning activities. By asserting cooperative assumption, the FTAs of giving instructions can also be softened. Thus, the students were more likely to comply the instructions willingly. The female teacher also employed this strategy in realizing positive politeness. Even though the female teacher performed it less often than male does, she still used it to initiate students’ participation in learning activities.

In realizing negative politeness, both male and female teachers realized it as being conventionally indirect in giving instructions and commands to the students. It was done by using the mitigation marker “please” and modal verbs “can I” or “could you” which are considered as polite expressions in English context. By utilizing this strategy, the teachers showed their respect to the students’ negative face want, which was the desire to be free from impingement. At the same time, they also made the students feel being unforced to obey their instructions even though the students still complied with teachers’ instructions and commands since it was their obligation as students.

In the off-record realization, the female teacher often gave hints in giving commands and responding to students’ wrong answers. She used hints related to her utterances as the triggers to lead the students to develop their own way of thinking, which indicated that she gave the students freedom of thoughts. Also, the teacher can avoid the assumption that she faulted students’ answers which may discourage them in learning English.

The third finding was all of three sociological factors were found in the male and female teachers’ politeness strategies. The male teacher’s politeness strategies initiated by the ranking of imposition were 25 data, the relative power were 17 data, and the social distance were 4 data. On the other side, the female teacher’s politeness strategies initiated by the ranking of imposition were 42 data, the relative power were 10 data, and the politeness strategy which was affected by the social distance was only 1 datum.

These findings showed that both male and female teachers’ politeness strategies were mostly affected by the ranking of imposition. It implied that the teachers were aware of the possible face threatening risk in their classroom English and they used politeness strategies as the way to soften the instructions. The researcher also found that the male teacher was affected by the relative power more often than the female teacher, even though the female teacher used more politeness strategies than the male teacher did. It means the male teacher also used politeness strategies to establish and maintain his power as a teacher as well as to show dominance to the students. It was proven by how often the male teacher performed

bald-on record strategy to demand students' obedience. By exercising his power, there was a great chance to obtain students' obedience.

This discussion showed that the gender stereotypes did affect the language use in the classroom English application, specifically in the use of politeness strategies. It was proven by the findings which showed that the female teacher performed more politeness strategies than the male teacher did. The female teacher also used indirect and implicit utterances through giving hints, while the male teacher mostly used direct and unambiguous utterances without expecting answers from the students. It suited the gender stereotypes stating that women tend to speak indirectly and men tend to speak directly. Moreover, the male teacher often used his power in obtaining students' compliance through not fear of retaliation realization which showed that he did not accept non-cooperative acts from the students. This result supported the gender stereotype that men have tendency to show dominance.

However, the stereotype that women tend to maintain friendly communication did not suit the results of the research. In this research, the male teacher was the one who applied friendly strategies in giving instructions to the students. It was proven by how the male teacher performed positive politeness strategy more often than the female teacher did. It was because the male teacher had more distant relationship with the students compared to the female teacher who was closer to the students outside the classrooms. The male teacher who was regarded as the senior teacher and the chief of *Musyawah Guru Mata*

Pelajaran (MGMP) of English at the school may make the students feel reluctant to interact with him. In addition, the male teacher taught the students of grade XII, who would have the upcoming national exams, making the teacher focused more on getting students' cooperation during the lesson so that he could teach effectively. It was proven by how the male teacher often attempted to gather students' cooperativeness through the positive politeness strategy during teaching and learning process.

CONCLUSIONS AND SUGGESTIONS

The research results show that there were similarities and differences in the application of politeness strategies performed by male and female teachers at SMAN 1 Teladan Yogyakarta. For the similarities, both teachers used politeness strategies to make the instructions clear and easy for the students to understand. For the differences, the male teacher mostly performed politeness strategies to demand students' obedience and to invite cooperativeness with the students in the learning activities, while the female teacher used them to avoid discouraging the students in learning English. In addition, both male and female teachers' politeness strategies were mainly initiated by the ranking of imposition which means that politeness strategies are used to soften the language of instruction. Finally, the research also showed that there were gender stereotypes in politeness strategies performed by male and female teachers in EFL classroom context.

Based on the conclusions, the researcher proposed some suggestions. First, the English

Education Department should provide the students, who will be the future English teachers, with the understanding about politeness strategies in teaching EFL. Thus, the students can learn about the appropriate politeness strategies applied in the classroom English regarding the target language social context in order to achieve effective classroom communication. Second, it was strongly recommended that the EFL teachers able to show the proper politeness strategies based on the target language's culture and social norms. Moreover, the application of politeness strategies may help the teachers to manage the class better and help the students follow the learning activities. Third, since there were gender stereotypes found, it was expected for other researchers to dig more this matter in order to obtain more findings. However, this research had a weakness because it lacked of teacher-student interaction. Thus, the results of this research were also limited. Based on this weakness, the future researchers were suggested to conduct similar study in teacher-student interaction.

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