THE POLITENESS STRATEGIES IN LECTURERS' ILLOCUTIONS IN TEACHING ENGLISH FOR NON-ENGLISH DEPARTMENT STUDENTS

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Abstract

This research discusses politeness strategies in illocutions uttered by the lecturers. The reason is that the researcher wants to find out how to teach well by using politeness strategies in order to save the hearer's face or respect another person's self-image when the conversation is going. The objective of this research is to find out the used of politeness strategies in lecturers' illocution in teaching English at the Faculty of Teacher Training and Education at Lambung Mangkurat University**.** This research used a descriptive qualitative method. The subjects of this research were three lecturers of English department in teaching English for non-English department students. The instrument used was a human instrument supported by observation sheet, recorder, and interview sheet. Findings of the research show that the researcher found the illocution consistently used in pre-activity was directive with politeness strategies: notice to the hearer, include both speaker and hearer inactivity and assume or assert reciprocity. In while-activity, the researcher found the illocution consistently used was representative with politeness strategies: notice attends to the hearer, seek agreement, and give gifts to the hearer. In post-activity, the researcher found the illocution consistently used was expressive with politeness strategies: notice attends to the hearer and gives gifts to the hearer. It means that politeness strategies in illocutions can be found in the lecturers' utterance in every activity of the teaching and learning process.

Keywords: *politeness strategies, illocutions, and utterances*

INTRODUCTION

Human behavior is closely related to values, norms, rules or laws (in written form and conventions), and the like. These values, norms, linguistic rules are manifested in speech acts. Courtesy behavior must be followed by polite speech acts. Non-verbal behavior must be followed by polite communication / verbal interaction, using polite speeches as well (Mu'in, 2019). In every human interaction, language has a very important role as a means of communication. Communication happens between the teacher and students in every learning and teaching process. Then, communication is understood in the class through classroom interaction. Mu'in, Arini, and Amrina (2018) state that *Interaction* can be defined as a reciprocal action between two or more individuals. Interaction is more than action followed by reaction; it includes reciprocal acting, that is: acting upon each other. *Classroom interaction* can be defined as a practice that enables to enhance the development of the important language skill, namely: speaking and listening for the students learning a language.

The classroom becomes the place where interaction happens between the teacher and students. Then, according to Barker (1987:72), classroom interaction is said to occur when teacher and students are talking together for purposes of learning conducted within the process-product paradigm. It can be done in written or oral form. The oral form is used more in daily interaction because the teacher and students can express their ideas directly and easily.

Since the interaction between the teacher and students happens in the classroom, then the researcher conducted the research in the classrooms of English language teaching for non-English

department students which are the students of Indonesian Education department, Mathematics and Biology Department, and Technology of Education department. The reason is that mostly those students are not accustomed to listening to English since English is not their primary subjects. Therefore, an appropriated linguistic approach is necessary to be used in order to build a good relationship between the teacher and students and to keep the learning atmosphere warm.

Moreover, to make the atmosphere warm, it begins in the way of interaction happens between the teacher and students. The interaction must be effective and meaningful. In order to make the interaction effective and meaningful, the people involved in the interaction must be able to convey each other's meaning clearly. The way to make it clear can be in verbal or non-verbal ways. In this research, the researcher intended to figure out the verbal way in classroom interaction. One of the studies that have the use of analyzing interaction is called Pragmatics. The presence of pragmatics is necessary since pragmatics is the way to convey meaning through communication. Pragmatics is also useful to know the intention of the speaker well. Within Pragmatics, there is one theory that is closely related to the interaction namely Speech Act. This theory discusses the intention of the speakers in their speech. Therefore, in analyzing the speaker's intention, the theory of Speech Act is needed because Speech Act is a communicative act that conveys and intended language function, and it is closely related to the researcher's objective. Speech Act is divided into three types such as illocutionary act, illocutionary act, and perlocutionary act (Mariani & Mu'in (2007).

This research is focused on the illocutionary act since the illocutionary act is the performance of the act of saying something with a specific intention uttered by the speaker. In order in saying intention, the politeness is necessary to bed used by the speaker in saving the hearers' face. According to Brown and Levinson (1987: 68), politeness is divided into three parts such as bald on-record, positive politeness, and negative politeness. However, this research is also focused on positive politeness. In this relation, Mu'in and Kamal (2006) explain that Positive politeness is solidarity oriented. It emphasizes shared attitudes and values. When the boss suggests that a subordinate should use the first name (FN) to the boss, this is likely positive politeness, expressing solidarity and minimizing status differences. A shift to a more informal style using slang and swear words will function similarly as an expression of positive politeness.

According to Brown and Levinson (1987:70), positive politeness is the strategy which is oriented to satisfy the positive self-imaged of the hearer. It has fifteenth strategies called politeness strategies such as Noticed or attend to hearer, Exaggerate, Intensify interest to hearer, Use in-group identity markers, Seek agreement, Avoid disagreement, Presuppose/raise/assert common ground, Joke, Assert Speaker knowledge of Hearers wants and willingness, Offer and promise, Be optimistic, Include both Speaker and Hearer in the activity, Give or ask reason, Assume or assert reciprocity, and Give gifts to Hearer. The urgency of researching about politeness is to know how to approach and teach students well by using politeness strategies. The importance of politeness strategies is to build smooth and harmonious social interaction between teacher and students; it is also necessary to avoid the speech acts that used by the speaker that may be potentially face-threatening or damaging the hearer. In addition, it is important to use an appropriate word or phrase in the suitable context of teaching and learning process.

There are a lot of researchers who have conducted research on politeness strategies. First, Pratiwi (2013) studied "Politenessk Strategies Used in Complaint By Indonesian EFL Learners in Muhammadiyah University of Surakarta", second is Kurniatin (2017) on "An Analysis of Politeness Strategies used by Teacher and Students in English Class at Mts NU Assalam Kudus", and the third is Sholichah (2012) on "Politeness in Requesting and Refusing Teacher's Instruction in English Teaching-Learning of the Third Grade Students at SMPNk 06 Salatiga 2011/2012.

Then, the differences of this research with the previous studies above are conducted in non-English department students while in those previous studies from Kurniatin and Faridotus, they conducted the research in junior high school and from Endah, she conducted the research in EFL classrooms. Meanwhile, the result of those previous studies were having many varieties in politeness strategies, they used all of four strategies of politeness, such as bald on-record strategy, positive strategy, negative strategy, and of off-record strategy, then the main focus of this research is in the illocution of lecturers' utterance in the positive politeness only. In short, this study is going to describe the use of positive politeness strategies of illocutions from lecturers' utterance. The researcher would like to observe three lecturers in teaching English at the three classes of non-English

students. The reason is that the researcher wants to find out the utterance of lecturers' illocution in the use of politeness strategies during the learning process.

Based on the description above, to know-how are the use of illocutions and politeness strategies in the teaching and learning process at the classroom, then the research conducted the research about "The Politeness Strategies in Lectures' Illocutions in Teaching English at FKIP ULM Academic Year 2017/2018."

RESEARCH METHODOLOGY

The research method used in this study was descriptive qualitative research. Based on Denzin and Lincoln (2009:2), qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. It meant that qualitative researchers related to the natural setting of the study. The steps were the researcher collected the data and reported it to the findings descriptively.

Three lecturers those teaching English for non-English department students became the population of this study. The researcher used simple random sampling in this research since the subjects had an equal opportunity to be a participant. Simple random sampling is a research method which every subject of the population have equal opportunity to be the participant (Kerlinger, 2006:188).

The instrument of this research was a human instrument that had a function to state the focus of research, choosing the sources of data's information, collecting the data, asserting the quality of the data, analyzing the data, and drawing a conclusion of the data supported by observation sheet, recorder and interview guide. According to Sugiyono (2012:222), the researcher is the key instrument of qualitative research itself).

The observation conducted at Lambung Mangkurat University, especially in non-English department students. To get the saturated data, the observation was done two times in every three classrooms of non-English department students by observing the utterance used by the lecturers during the English learning process in the classroom.

The result of lectures' utterance analyzed by using a table of illocutionary acts by Yule and a table of positive politeness strategies based on Brown and Levinson theory and the researcher wrote the result of the data in the table of observation sheet. In analyzing the data, the researcher did 3 steps in analyzing the data for qualitative research based on Miles and Haberman (1994:12), data reduction, data display, and conclusion drawing.

The content-related evidence was the type of validity used in this research since this type represented the function of the test in measuring positive politeness of lecturers' illocution utterances by using Yule and Brown and Levinson theory. Additionally, the researcher used expert judgment to measure the validity of the instrument. The expert judgment is used to validate the observation sheet.

The researcher also used triangulation time, triangulation theory and triangulation method to get more accurate data to be analyzed. The researcher did observation for two times for each lecturer. In triangulation method, the researcher used observation and confirmed the result of the observation by doing an interview for each lecturer. The researcher expected the result of this research was accurate because the data was collected more than one time and more than one data method.

RESULT AND DISCUSSION

Politeness Strategies in Lecturers' Illocutions Occurred

The researcher found consistently attending hearers strategy in pre, while, and post-activity to the subjects used to notice. From the first and second pre-activity meetings, the researcher found that one illocution was consistently used by all the subjects, followed by the audience's Strategy 1 notice. In the pre-activity of the first and second meetings, Directive illocution and politeness strategy 1 occurred consistently in all subjects I, II and III. Here is an example of directive illocution and politeness strategy 1 that occurred inpre-activity of the first and second meeting from every subject: SJ1M2PRU1

L: *"Ready?"*
S: *"Not yet"*

This "ready" utterance was uttered by subject I in pre-activity; the subject as the lecturer had a purpose in uttering this utterance was because the lecturer asked about the readiness of the hearers to start the warm-up section so that the students could prepare their stuff to start learning. The students, however, said "not yet," meaning they needed more time to prepare for their readiness. There was directive illocution in this utterance because the lecturer indirectly asked the students to pay attention because the lecturer wanted to start the lesson. It also included politeness strategy 1: notice to the listener because the speaker noticed the condition of the listeners by first asking them to be ready, instead of directly asking them to pay attention to it.

This politeness strategy seeks agreement in the form of representative illocution occurred consistently in while-activity. The researcher found that this kind of politeness strategy had saturation data; at the first and second meetings, a subject I, II, and III consistently expressed this politeness strategy in while-activity. The researcher then showed an example in representative illocution below-containing Strategy 5:

SJ1M2WU32
L: *"For example university, in kebalikannya ya huruf vocal Tapi bunyi konsonan. Nah. Hour, apalagi"*
S: *"Honour"*
L: ***"Honour. It is an honour, yaa"***

This utterance was spoken in while-activity by subject I. This statement was spoken by the lecturer to confirm because the answer of the students was correct. This utterance contained representative because the answer given by the lecturer was appropriated by the students with the question. It also included Strategy 5: seek agreement as the teacher repeated the word ' honor.'

From the first and second pre-activity meetings, the researcher found that there was consistently one illocution used by all the subjects, followed by Strategy 12 involving both speaker and listener in the activity. Directive Illocution and Political Strategy 12 was consistent in the pre-activity of the first and second meetings in all subjects I, II, and III. Here is an example of Directive Illlocution and Political Strategy 12 which took place from each topic in the pre-activity of the first and second meetings:SJ1M2PRU7
L: ***"Last week we have finished until page twenty, ya?"***
S: *"Yes"*

This utterance was expressed in the pre-activity by subject I. The purpose of this statement was because the lecturer wanted to continue the lesson they had previously learned. It was said in warming up by the lecturer because the lecturer also wanted to know the memory of the students about the last page they had learned before, and the students also suddenly remembered the page. Then, there was directive illocution in this utterance because the lecturer wanted the students to open their book to continue the topic they had learned before. Include both speaker and hearer in the activity because the lecturer used the pronoun' we' as well.

Assume the hearer's assertion is a politeness strategy that has consistently occurred in the form of directive illocution in pre-activity. The researcher found that this kind of politeness strategy had saturation data; at the first and second meetings, a subject I, II, and III consistently expressed this politeness strategy in pre-activity. The researcher then showed an example in Directive illocution below-containing Strategy 14:

SJ1M1PRU8
L: ***"Listen and repeat, please! Are you ready?"***
S: "Yes, Ma'am"

This utterance was uttered in the pre-activity by subject I. The lecturer began to open the lesson by asking the students to listen and repeat the phrase they would learn. The lecturer then also said that "you are ready" to make the paper and the lecturer pays attention to the students. Then, there was directive illocution in this utterance because the lecturer wanted the students to listen and repeat after her, and she wanted to ask the students to prepare the paper and pay attention to her. This statement also included Strategy 14's politeness strategy: assume or assert breathing because when the lecturer read the paper, the students had to repeat it, which meant that they had the same contribution in doing this activity.

Giving gifts to the listener is a political strategy that has consistently occurred in while-activity in the form of representative illocution and in post-activity in the form of expressive illocution. The researcher found that such a politeness strategy had saturation data; at both the first and second meetings, a subject I, II, and III consistently expressed this politeness strategy in while-activity and post-activity. The researcher then showed an example in representative and expressive illocution below-containing Strategy 15:SJ1M2WU11

L: *"Yang tidak tertentu contohnya adalah..?"*
S: *"a or an."*
L: **"a or an. Good!"**

This utterance was expressed by subject I was in while-activity, the lecturer confirmed the answer of the students because they mentioned the correct answer. There was representative illocution in this utterance because the lecturer confirmed the answer of the students. It also included strategy 15: give the hearer gifts, the lecturer said' good' to say the answer was right for the students.

Politeness Strategies in Lecturers' Illocutions in Pre, While, and Post Activity

English is one of the important topics that university students should learn. It is not only learned by the English Department students, but it also needs to be learned by non-English Department students. The reason for this is that the English subject is part of the general basic courses that the university students should take in one semester for two credits. English subject learned by Mata Kuliah Dasar Umum (MKDU) students from the non-English department. For the lecturers, teaching English course to non-English department students is not as easy as they are mostly not used to listening to English as English is not their primary subject. Therefore, in order to build a good relationship between teacher and students, an appropriate linguistic approach is needed. The researcher used politeness strategies in illocution in this research to find that implementing these linguistic approaches can be used to make teaching and learning process more meaningful.

From the observation, the researcher found that the three lecturers who became the subjects were consistently using illocutions of guidelines followed by politeness strategy 1: notice attendance to the listener, strategy 12: include both speaker and listener in the activity, and strategy 14: assume or assert reciprocity in pre-activity, while the lecturers were consistently using illocution o in while-activity. The illocution consistently used by lecturers was then expressive in post-activity and followed by politeness strategy 1: notice attending to the hearer and strategy 15: giving the hearer gifts. The researcher, however, found Strategy 2, Strategy 3, Strategy 4, Strategy 6, Strategy 7, Strategy 8, Strategy 10, Strategy 11, and Strategy 13 and the three lecturers did not consistently pronounce commission and declarative illocutions, the reason being that the researcher found these strategies did not appear consistently. Then, this research is focused only on the data that appeared consistently due to the saturated data being the data that occurred consistently.

The researcher interviewed three lecturers to confirm the researcher's finding result. From the interview, the pre-activity directive used was to make the students do what the lecturer requested. This kind of illocution can help the lecturer as the speaker direct the students to do something. The researcher also found that pre-activity strategy 1, 12, and 14 were consistently used by the three subjects. The lecturers confirmed that the use of Strategy 1 was to make the students feel unwilling to do something. They also confirmed this strategy to make the students feel noticed by the lecturers because the lecturers paid more attention to the wishes, goods, and situation of the students. The lecturers also confirmed that it was intended to be used for the use of Strategy 12 because Strategy 12 used pronoun' we' here to make both the lecturer and the students closer, more friendly, and it was intended to make the students feel the coincidence occurred, making the students feel more enjoyable in doing class activity. The lecturers then confirmed Strategy 14 for Strategy 14 so that the students would feel they were cooperating with the lecturers.

Then for the while activity, it found the lecturers consistently used representative illocution followed by strategy 1: notice to the hearer, strategy 5: seek agreement, and strategy 15: gift gits to the hearer. From the interview, the three lecturers as the subjects in this research confirmed the use of representative to do asserting or stating about something. It helped the section of discussion in while-activity run appropriately as the context there because representative represented the appropriate

situation that stated believes or not both from the speaker and hearer. From the interview, the lecturers also confirmed the use of strategy 1 in order to make the students felt more appreciated and noticed when the discussion section started. The lecturers also used strategy 5: seek agreement, they confirmed this strategy intended to use because the lectures tried to satisfy the students by repeating and raising the answers that uttered by students were right, it would motivate the students to have encouraged answering another question or discussion section in while-activity. For strategy 15: give gifts to the hearer, the lecturers confirmed this strategy used to do reinforcement to the students because they have tried to answer the question and they could answer the question well. This strategy intended to make the students more appreciated and active in the activity of the class.

The researcher found consistently used illocution and politeness strategies were expressive in post-activity followed by Strategy 1 and Strategy 15. The lecturers confirmed the use of expressive as the psychological states that could be thanks, pleasure, etc. It was used because during the last activity of the lesson the lecturers wanted to give reinforcement or feedback. The lecturers confirmed the use of Strategy 1 from the interview: notice attending to the hearer to notice the will or interest of the students in evaluating the lesson they had previously learned. It made the students feel well motivated because the lecturers were constantly taking care of the students. For Strategy 15, the lecturers confirmed that they used to give the hearer gifts because they wanted to give more praise or reinforce post-activity because they wanted the students to feel motivated and sympathetic because the lecturers wanted the students to finish the lesson meaningfully and to make the students more enthusiastic about learning English for the next meeting.

In conclusion, the researcher found in pre-activity that the illocution and politeness strategies consistently used by subject I, II, and III were guidelines followed by Strategy 1 notice to the listener, Strategy 12 included both speaker and listener in the activity, and Strategy 14 assumed or asserted reciprocity.

According to Yule (1996:53), directives are a kind of illocutionary act that attempts by the speaker to get the hearer to do something like ask, ask, question, ask, propose, advise, suggest, question, urge, encourage, invite, beg, order, etc. The researcher then found strategy 1, 12, and 14 that was consistently used by the subjects based on the results of the findings.

First, in illocution of the directive, the researcher would like to discuss the Strategy 1 notice to the listener. Based on Brown and Levinson (1987: 103-129), Strategy 1 notice to the listener is a strategy that the speaker used to pay attention to the interest, desires, needs, and goods of the listeners. Here is an example in the Directives of Politeness Strategy 1:

SJ1M2PRU1: *"Ready?"*

From the utterance 1 *"Ready"* uttered by subject 1 in pre-activity, it contained directive illocution and strategy 1 notice to the hearer. The implied meanings of this utterance *"Ready"* here meant the speaker asked the hearers to prepare a book, pen, and so on in order to give an attention to the speaker while the speaker started the lesson, and the stuff that the hearers prepared hopefully could help the hearers to learn well and they could take a note about something that important on the lesson that would be delivered by the speaker. This utterance was stated when the speaker wanted to ask the hearers to start explaining something, and this becomes the context that explains the implied meaning "Ready" as has been stated above. It was relevant to the theory of Yule that stated asking as kind of directive. Then, this utterance also contained strategy 1 notice to the hearer which had implied meaning that in order to avoid face-threatening of the hearers, the speaker chose to ask about the readiness of hearers first rather than ask the hearers directly to prepare and give attention to the speaker for starting the lesson. It was relevant to Brown and Levinson's theory that stated strategy 1 used by the speaker to give attention to the hearer's condition.

The next is the discussions about strategy 12 include both speaker and hearer in the activity that occurred in directive illocution. Based on Brown and Levinson (1987: 103-129), strategy 12 used by the speaker with the pronoun 'we' form when the speaker really means 'you' and 'me'. Here is an example of strategy 12 in the directive:

SJ1M2PRU7: *"Last week we have finished until page twenty, ya?"*

This utterance was expressed in the pre-activity by subject I. It included in the activity the directive and the politeness strategy 12 included both speaker and listener. The implied meaning of

this statement was that the speaker asked "the last page we had learned before." The speaker also wanted the listener to clarify the last page they had previously learned. Then, with the theory of Yule, it was relevant that the questioning was kind of directives. Meanwhile, the meaning of politeness strategy 12 was also implied by this utterance. The speaker used the pronoun "we" to make the hearer feel more friendly because the activity they had done before was not only done by the hearers, but also included by the speaker, so it would make the hearers feel the unity existed. It was relevant to the theory of Brown and Levinson that said strategy 12 used the "we" form meaning "you" and "me."

Strategy 14 assumes or asserts reciprocity was the last politeness strategy that was consistently used in pre-activity. Strategy 14 is used by the speaker to provide evidence of reciprocity between speaker and hearer, according to Brown and Levinson (1987: 103-129). Here is the utterance in the Directive of Strategy 14 which has consistently occurred in each subject:

SJ1M1PRU8: *"Listen and repeat, please! Are you ready?"*

This utterance was expressed in the pre-activity by subject I. It contained the assumption or assertion of reciprocity by Directive and Strategy 14. This utterance's implied meaning contained a command that belonged to the illocution directive. The speaker ordered the listeners to pay attention to her because the speaker wanted to start the lesson by reading the material and then the listeners needed to repeat the words the speaker was reading. Commanding is kind of a directive based on Yule's theory, so it was relevant to the theory. For politeness strategy 14, this strategy used to provide evidence of reciprocity between speaker and hearer based on the theory of Brown and Levinson. It could be seen that in this utterance the speaker wanted the listeners to listen and repeat after her, which meant "I read the words here, so you need to re-read or repeat it for me," but that implied meaning was covered by the speaker becoming politer because the speaker used the word' please' to make the listeners feel unwilling to speak.

In while-activity, the researcher found that the strategies of illocution and politeness consistently used by subject I, II, and III were representative, followed by Strategy 1 notice to the listener, Strategy 5 seek agreement, and Strategy 15 give gifts to the listener.

According to Yule (1996:53), representatives are some sort of illocutionary act that commits the speaker to believe in or not the truth about something. It could be: state, tell, claim, predict, report, recall, describe, inform, assure, agree, conjecture, claim, believe, conclude, etc. The researcher then found strategy 1, 5, and 15 that were consistently used by the subjects based on the results of the findings. First, in the illocution of representatives, the researcher would like to discuss the Strategy 1 notice to the listener. Based on Brown and Levinson (1987: 103-129), Strategy 1 notice to the listener is a strategy that the speaker used to pay attention to the interest, desires, needs, and goods of the listeners. Here is an example in representatives of politeness strategy1:

SJ1M2WU32: *"Honor. It is an honor, yaa."*

This utterance was uttered in while-activity by subject I and contained representative illocution and strategy 1: notice to the politeness strategy listener. The implied meaning of this statement showed that the speaker corrected the answer of the hearer by saying that the word ' honour' was the appropriate response. It included both the speaker and the audience believed the answer was true. Then, with the theory of Yule, it was relevant that' correct' is sort of representative illocutions. The implied meaning showed that the speaker gave attention to the answer of the hearer by saying' yaa.' It was relevant to the theory of Brown and Levinson that the use of Strategy 1 to pay attention to the hearers was stated. It showed the speaker appreciated the response of the listener by saying' ya' and it would make the notice felt by the listener.

Strategy 5: seek agreement that occurred in representative illocutions was the second illocution consistently used by subjects I, II, and III in every activity of the first and second meetings. Strategy 5 based on Brown and Levinson (1987: 103-129): seeking agreement can be stressed by raising and repeating what was said in a conversation by the previous speaker. Here is a representative example of politeness strategy 5:   SJ1M2WU32: *"Honour. It is an honour, yaa"*

In while-activity, it was uttered by subject 1 and contained representative and strategy 5: seek agreement. The implied meaning of this statement showed that the speaker corrected the answer of the hearer by saying that the word ' honour' was the appropriate response. It included both the speaker and the audience believed the answer was true. Then, with the theory of Yule, it was relevant that' correct' is sort of representative illocutions. The implied meaning for Strategy 5 was that the speaker tried to

do politeness strategy by raising her intonation in the word ' honour' and then the speaker did repetition to ensure that the answer of the listener was corrected. It was relevant to the theory of Brown and Levinson that the speaker used strategy 5 to raise and repeat. Used by the speaker to make the hearer feel appreciated his / her answer.

The last strategy of politeness that the subject I, II, and III used consistently in while-activity was Strategy 15 in representative illocution. According to Brown and Levinson (1987: 103-129), Strategy 15: give the hearer gifts (goods, sympathy, understanding, cooperation) used by the speaker to satisfy the positive face of the hearer by making this classic strategy, the gift is not only a gift but also a human relationship. Then here is a representative illocution example of Strategy 15:

SJ1M2WU11: *"a or an. Good!"*

The first utterance came from the topic I said "a or an." Good!"It included the representative and the 15th strategy: give the hearer gifts. The implied meaning was that the speaker corrected the answer from the hearer by saying the words' a or an,' which meant that the speaker agreed to the answer from the hearer. Correct' here was relevant to the theory of Yule that' correct' is also a representative of some kind. For Strategy 15, it also implied meaning. The speaker could be seen repeating the answer and saying' good' to give the listener a gift by giving compliments to make the hearer feel satisfied because her / his answer was true. It was relevant to the theory of Brown and Levinson that Strategy 15 is not just a gift, but also a human relationship.

In post-activity, the researcher found that the strategies of illocution and politeness consistently used by subject I, II, and III were expressively followed by strategy 1: notice attending to the hearer and strategy 15: giving the hearer gifts.

Expressives are, according to Yule (1996:53), some kind of illocutionary act that states what the speaker feels. They express psychological statements and can be statements of pleasure, pain, likes, dislikes, pleasure or sorrow, surprise, excuse, thanks, etc. The research then found strategies 1 and 15 consistently used by the subjects in expressive. First, the researcher discussed strategy 1 in expressive. Here is an expressive example of Strategy 1:

SJ1M1POU72: *"Ya..thank you"*

This utterance uttered in post-activity by subject 1: "Ya.. thank you" and contained expression and strategy 1: notice attending listener. The implied meaning came from the words' thank you,' the speaker thanked the listener for responding to the correct answer. Thanks' here meant that the hearer liked to hear the hearer's correct answer because it meant that the hearer understood the subject they had learned. Then, with Yule's theory, it was relevant that' thanks' is a sort of expressive. For Strategy 1, the speaker could be seen using the word' ya' containing the implied meaning that the speaker was paying attention to the answer given by the listener because the answer was correct. That word would make the listener feel that the speaker noticed his / her answer and appreciated it. Then, with Brown and Levinson's theory, it was relevant that the speaker used Strategy 1 to pay attention to the wishes of the hearer.

Meanwhile, Strategy 15 was the second politeness strategy that the subject I, II, and III used consistently: giving the hearer gifts in expressive illocution. According to Brown and Levinson (1987: 103-129), strategy 15: give the hearer gifts (goods, sympathy, understanding, cooperation) used by the speaker to satisfy the positive face of the hearer by making this classic strategy, the gift is not only a gift, but also a human relationship. Then, he is an example of Strategy 15 in expressive speech:

SJ1M1POU81: *"Ya, thank you, guys."*

The subject I spoke of this utterance in post-activity. The implied meaning showed the speaker expressed her feeling by saying' thank you' because during the teaching and learning process the hearers paid attention to the speaker and the speaker hoped that the hearer understood the material the speaker had previously delivered. With Yule's theory, it was relevant that the speaker used psychological statements because the speaker thanked the hearers. This statement also included strategy 15 because the speaker used' thank you' which meant that the speaker wanted to thank you because the listeners gave their attention during the teaching and learning process. The hearers would be motivated by this utterance because the speaker provided reinforcement so that the hearer would always be enthusiastic about learning English with the speaker as their lecturer. It was relevant to the theory of Brown and Levinson that the speaker used Strategy 5 to give the hearer gifts.

Politeness strategies in Illocutions that Used by Lecturers in Teaching English for Non-English Department Students

The researcher found the illocution used consistently in the pre-activity of the first meeting and directed the second meeting as the subjects directed the students to do something. According to *Keterampilan Dasar Mengajar Panduan Pengajaran Mikro's* book (2017:59), teachers can use a variety of interactions to open a lesson or pre-activity teacher, for example by asking students to do something or so. It meant this theory relevant to the outcome because in every pre-activity Directive illocution can be found. It also found on the basis of *Keterampilan Dasar Mengajar Panduan Pengajaran Mikro's* book (2017:59) in opening a lesson or pre-activity it had component of interacting with the students ' attention, and this relevant to the politeness strategy 1 used by the lecturers, the reason was that the subjects tried to build a good interaction by paying attention to the condition of the students. It was also found based on *Keterampilan Dasar Mengajar Panduan Pengajaran Mikro's* book (2017:59) to open a lesson or pre-activity that the teacher can give to the motivation section, the teacher can motivate the students by applying a friendly attitude, it was part of Strategy 12 that the lecturers used pronoun' we' to make the students feel more friendly and closer. The researcher also found that in opening a lesson or pre-activity on the basis of *Keterampilan Dasar Mengajar Panduan Pengajaran Mikro's* book (2017:59), teacher should give a reference or structuring, it was relevant to Strategy 14, the lecturers here as a reference for the students to do reciprocally during the teaching and learning process that they could build the teaching and learning process together.

The researcher found the lecturers consistently used representative illocution for the while activity since the lecturers conducted discussion section containing assertions about the answer of the students. It was relevant to Kumar (2012:16), there was a reactive process in the while-activity that meant verbal interaction plays a central role in the interaction between classrooms. It involved initiation and response which could be the section of questions and answers. In short, while-activity usually used to respond to or discuss the exercise they had in the class referring to representative illocution. Then, according to Kumar (2012:16), while-activity, the success or failure of teaching depends on the degree and quality of the classroom interaction between the teacher and the students, and then, in order to make it work, the teachers used Strategy 1: notice to the listener by paying more attention to the students ' wishes, indirectly make the students do the same thing, they would appreciate the students ' wishes. Second, according to Kumar (2012:16), it has a diagnosis in while-activity called a proper diagnosis of skills and behavior, and it is essential for appropriate interactions such as questioning, observing and evaluating the performance of students. In Strategy 5: seek agreement, the lecturers observed and asserted the performance of the students by raising and repeating their answer to enable them to feel more appreciated when they were able to answer questions. The researcher also found Kumar-based (2012:16), involving initiation and response (positive) in while-activity. Strategy 15: giving gifts to the hearer was used by lecturers to respond positively to the students ' response by providing reinforcement to satisfy them so that the lecturers might feel more sympathetic.

The last researcher, from the post-activity, found the lecturers were using expressive illocution to express their psychological. In the Kumar-based post-activity phase (2012:16), this teaching phase accounts for the concept achieved after the teacher's classroom situation, which led to the achievement of objectives as previously estimated. In telling their psychological feelings like thanks, pleasure, and so on, the lecturers gave the students achievement. The lecturers also used Strategy 1: notice the hearer as the students ' achievement because during the lesson they had learned cooperatively and it would always make the lecturers pay attention by noticing the needs and desires of the students. According to Kumar (2012:16), the teacher provides feedback for evaluation in post-activity. The lecturers can use the feedback in the form of strategy 15: give the hearer gifts because the lecturers and the students were going to finish the activity so the lecturers chose to motivate the students by giving them a compliment or reinforcement to make the hearers feel the enthusiasm to evaluate the material they have learned.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research findings and discussions, the result of this research shows that politeness strategies in lecturers' illocution can be found in the lecturers' utterances. The researcher found that the illocution consistently used in pre-activity of the first meeting and the second meeting is directive with strategy notice attend to the hearer, include both speaker and hearer in activity, and assume or assert reciprocity. In while-activity, the illocution of politeness strategies consistently used was representative with strategy notice attend to the hearer, seek agreement, and give gifts to the hearer. In post-activity the illocution of politeness strategies consistently used was expressive with strategy notice attend to the hearer and give gifts to the hearer.

Suggestion

From the analysis of the politeness strategies, the researcher has some suggestions as follows: (1) for the Lecturer, the researcher would like to give a recommendation to the lecturer who teaches especially English related to the use of politeness strategy in giving the material in the classroom interaction with the students, it was necessary for English teachers or lecturers to keep applying the suitable politeness strategies within their illocutions in order to maintain the good atmosphere in the teaching and learning process, (2) for the FKIP Students, this research can be an additional reference for the English students especially for the FKIP students who want to know a good way of teaching and it is suggested to learn more about pragmatics especially politeness strategies in order to know how to teach better by using politeness strategies when they graduate and teach in their own class in the future, (3) for the next researcher, this research was limited to what kinds of illocutions and the politeness strategies used by lecturers in teaching English. Therefore, it is suggested to other researchers to conduct the research about illocutions and politeness deeper by adding the other subject for instance including both the lecturers and the students. However, this research might become a reference to other researchers or they can complete this research next time to make the education better.

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