Positive Politeness Strategies Implemented By The Lecturers Of Lambung Mangkurat University

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Abstract

Language and teaching are two aspects that cannot be separated to reach the objective of the lesson. Teaching is not only teaching about content but also the delivery to behave linguistically through language. This study was conducted to find how the implementation of positive politeness strategies used by lecturers in teaching English at the English Department of Lambung Mangkurat UniversityThe researcher used a descriptive qualitative approach to analyze the data. Therefore, because of this relevancy, the researcher wanted to get representative results naturally as the process of doing this researcher related to politeness strategies used by lecturers in the English Department of FKIP ULM. During the teaching and learning process at the English Department of Lambung Mangkurat University, it was found that the implementation of positive politeness strategies by lecturers is relevant to the teaching phases (pre-activity, while-activity, and post-activity). The application of positive politeness strategies from every subject showed that three of the lecturers almost used the same strategy where positive politeness strategies were implemented by showing attention, repeating students' answer, praising students, and showing gratitude to the students. Therefore, the researcher suggested that these positive politeness strategies will always be implemented due to several importances to make the delivery of teaching and learning process runs smoothly.

Keywords: *positive politeness, strategies, teaching, and learning process.*

INTRODUCTION

Language is said as a tool for communication. Language has some characteristics. One of these is that language is socially acquired, learned, and then used (Nanik Mariani and Fatchul Mu'in, 2014). In Indonesia, English is positioned as a foreign language where the process of acquiring this language can be found in English Language Teaching (ELT), which means the practice and theory of learning and teaching English for the benefit of people whose first language is not English. It means that the goal of English Language Teaching (ELT) is to have communicative competence in English. The communicative competence is not only about linguistic competence, but also socio-cultural, interactional, formulaic, and strategic competence are included in the knowledge of the speaker's pragmatics (Fatchul Mu'in, 2019; Celce-Murcia, 2007:45).

It is believed that lecturers play a vital role in the teaching and learning process, especially in ELT, to acquire the language appropriately. The functions of the lecturer as manager of the class, source, skill instructor, and problem solver influence the language use of the teacher. Therefore, appropriate language use is highly needed to influence the students' outcome and their motivation in paying attention to the lecturer.

In this current era, most of the students speak impolitely, and they prefer to use impolite or informal language in the education field. Therefore, a lecturer has a responsibility to role themselves in how to speak appropriately during classroom interaction as an example for their students. Moreover, this researcher has been taken in the Faculty of Teacher Training and Education, where all the students are taught to be professional teachers. The role of the professional teacher will help them right to evaluate students' behaviors, constrain their freedom of actions, control resources and give critical feedback, which unavoidably poses a threat to students' positive and negative face (Zhang, 2009). Therefore, it is essential to conduct this research as the students may imitate the behavior of the lecturers' language while they are teaching, especially for the Faculty of Teacher Training and Education students.

In this study , the researcher works on a classroom from a pragmatic perspective, which is meant as knowledge of communicative action and how to bring it out and the ability to use language appropriately according to context. One of the strategies which can be used in communicative action is Politeness Strategies. It is believed that various functions of language to establish a communication system can contribute to students' language development (Consolo, 2006:34).

The researcher focuses on positive politeness strategies only because these strategies showed how the choices of utterances could save the hearers' faces politely. Therefore, the examples of positive politeness strategies are needed to be studied and implemented in teaching English at the English Department of Lambung Mangkurat University. It is believed that English Language Teaching (ELT) is not only learning about content but also the delivery to behave linguistically. Language is one of the most important aspects of succeeding in the process. By knowing the knowledge of politeness strategies, helps teachers to do teaching and learning activities well. Brown and Levinson (1987:101) placed a positive politeness strategy as one way to save someone's face. Politeness strategies used by lecturers as an essential role in the learning-teaching process. This research aims to describe the implementation of politeness strategies at the English Department of Lambung Mangkurat University classroom language.

A classroom is a place where the process of communication happens among a teacher and students. Therefore, the conversation should be done effectively and politely. If the classroom interaction can run well, the delivery of knowledge will be received by the students well, either. Besides, the communication between teachers and students is vital to the motivation of students in learning. In making good interaction in the classroom, teachers and students should make the interaction runs well.

In choosing the subjects of the research, the researcher took three lecturers of the English Department of Lambung Mangkurat University as subjects of the study. These three lecturers were chosen purposively based on their teaching experiences consisted of beginner, middle, and senior lecturers. The researcher wanted to know how the politeness strategies implementation by among these three different lecturers who are coming from different teaching experiences in a natural setting.

Brown and Levinson's theory of politeness is claimed to be universal, which has been used by many linguists to study politeness in many different languages. Leech (1983:170) mentioned that politeness concerns a relationship between two participants that

he called self and others. These two participants are demanded to fulfill the concept of politeness; therefore, face-threatening acts can be minimized. Politeness itself is not a 'gift of birth' that is possessed by people when they are born. According to Watts (2003:39), politeness has to be acquired. People should learn and be socialized into, and after that, the politeness will be obtained.

Brown and Levinson (1987:101) classified fifteen strategies for creating positive politeness in our daily life: 1) Noticing, attending to hearer, 2) Exaggeration, 3) Intensifying interest to hearer, 4) Using in-group identity makers, 5) Seeking agreement, 6) Avoiding disagreement, 7) Presupposition/ raise/ assert common ground, 8) Joking, 9) Asserting or presuppose speaker's knowledge of and concern for hearer's wants, 10) Offering and promising, 11) Being optimistic, 12) Including both speaker and hearer in the activity, 13) Giving (or ask) reasons, 14) Assuming or asserting reciprocity, 15) Giving gifts to hearer (goods, sympathy, understanding, cooperation). These fifteen strategies will be the base for the researcher to analyze the data.

POLITENESS STRATEGIES

Brown and Levinson (1987:68-71) categorized the politeness strategies based on how much the speakers and hearers minimize or avoid the threat when they were having a conversation. These strategies have ranged in doing the Face Threatening Acts (FTA) directly without minimizing the threat at all for not doing the FTA. Brown and Levinson's theory outline four main types of politeness strategies, including bald on record, positive politeness, negative politeness, and off-record (indirect). The main idea is realizing various strategies used by multiple people in their interactional behavior to satisfy specific wants of the face.[1] These are the explanation about the classification of the theory of politeness strategies by Brown and Levinson, as follows:

a) *Bald on-record*

In this strategy, the speaker does nothing to minimize or avoid the threat to the hearer's face. The reason is whenever a speaker wanted to do the FTA with maximum efficiency more than the speaker wanted to satisfy the hearers' or hearer's face, to any degree, this strategy is appropriate to choose. Brown and Levinson (1987:95) explained that there are two kinds of bald on record usages, such as non-minimization of the face threat and FTA- oriented bald on record usage. In short, both of them are different in the use of bald on record strategy.

b) *Positive Politeness*

According to Brown and Levinson (1987: 70), politeness is the strategy that is oriented by the speaker toward the real face or the positive self-image of the hearer that the speaker claims for himself. It means the speaker can satisfy the real face of the hearer by emphasizing what is the speaker wants.

Brown and Levinson (1987:103-129) divided a positive politeness strategy into 15 strategies. They are Strategy 1: Notice, attend to Hearer (his interest, wants, needs, goods),

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[1] See also Fatchul Mu'in. 2019. LINGUISTIC ETIQUETTE. Banjarmasin : PSP Bahasa Inggris-ULM

Strategy 2: Exaggerate (interest, approval, sympathy with H), Strategy 3: intensify interest to H, Strategy 4: use in-group identity markers (addressed forms, dialect, jargon or slang), Strategy 5: seek agreement (safe topics, repetition), Strategy 6: avoid disagreement, Strategy 7: presuppose/ raise/ assert common ground, Strategy 8: joke, Strategy 9: Assert S's knowledge of H"s wants and willingness to fit one's own wants in with them, Strategy 10: Offer, promise, Strategy 11: Be optimistic, Strategy 12: Include both S and H in the activity, Strategy 13: give or ask for reasons, Strategy 14: Assume or assert reciprocity, and Strategy 15: Give gifts to H (sympathy, understanding, cooperation).

c) *Negative Politeness*

Brown and Levinson (1987:129) defined that cynical politeness strategy is regressive action addressed to the addressee's negative face - his want to have his freedom of movement unhindered and his attention unimpeded. Brown and Levinson (1987:132-210) also classified negative politeness strategy into ten strategies, such as Strategy 1: Be conventionally indirect, Strategy 2: Question, Hedge, Strategy 3: be pessimistic, Strategy 4: Minimize the imposition, Strategy 5: Give deference, Strategy 6: Apologize, Strategy 7: Impersonalize S and H, Strategy 8: State the FTA as a general rule, Strategy 9: Nominalize, and Strategy 10: Go on record as incurring a debt, or as not indebting H.

d) *Off Record Strategy*

The last politeness strategy outlined by Brown and Levinson is an indirect or off-record strategy. Brown and Levinson (1987:211) stated that Off record utterance are primarily indirect uses of language: to construct an off-record utterance one says something that is either more general (contains less information in the sense that it rules out for possible states of affair) or actually different from what one means (intends to be understood). In short, the off-record strategy has some purpose in doing communicative action. Brown and Levinson (1987:213-227) classified fifteen strategies of Off Record Politeness Strategies as follows : (1) Give hints, (2) Give association clues, (3) Presuppose, (4) Understate, (5) Overstate, (6) Use tautologies, (7) Use contradictions, (8) Be ironic, (9) Use metaphor, (10) Use rhetorical questions, (11) Be ambiguous, (12) Be vague, (13) Over-generalize, (14) Displace H, and (15) Be incomplete, use an ellipsis.

The objectives of this research are to find out how the positive politeness strategies implementation at the English Department of Lambung Mangkurat University Academic Year 2017/2018.

METHOD OF RESEARCH

The researcher used a descriptive qualitative approach to analyze the data. Therefore, because of this relevancy, the researcher wanted to get representative results naturally as the process of doing this researcher related to politeness strategies used by lecturers in the English Department of FKIP ULM. The instruments of this research were the observation sheet and interview. In doing observation in the classrooms, the researcher got more objectives information that could be compared with the interview reports. This

technique was used to investigate the use of politeness strategies by the teacher in the English Department of FKIP ULM. The researcher used an observation sheet to observe the politeness strategies which are used by the lecturers. The second instrument was an interview. In this case, interview in this research was done when two or more people met to give information and idea by asking and responding to the questions which were being asked and finally resulting answers which was related to Positive Politeness Strategies by Brown and Levinson. The researcher interviewed after doing the observation based on the information which had been taken from observation.

FINDINGS AND DISCUSSIONS

This section represents the discussion of the findings. This research aims to find out how the implementation of politeness strategies used by the lecturers at the English Department of Lambung Mangkurat University. The discussion of the findings is divided into three parts consist of pre-activity, while-activity, and post-activity.

The researcher used Brown and Levinson's theory to describe the type of lecturers' politeness strategies in English class. From the research findings above, the researcher found several kinds of positive politeness strategies used by the lecturers.

a. Pre-Activity

From the three observations that have been conducted, it showed that three of the lecturer used 87 kinds of positive politeness strategies where there are variations of using these politeness strategies. By using those politeness strategies, it showed that the lecturers included linguistics as language teaching as well to make the students comprehend the teaching and learning process more manageable. Mariani and Mu'in (2007: 29) stated that linguistics is essential for language teaching because linguistics and language teaching can be linked to the relationship of knowledge about the engine and the skill in driving a car. Therefore, the lecturers supported their teaching skills with the linguistics capabilities by using positive politeness strategies to establish the teaching and learning process successfully.

In pre-activity, it contains the beginning section of the teaching and learning process, where the lecturers should be able to apply what they have planned to do as the starter. According to Kumar (2012: 12), the pre-activity phase is the planning phase of the teaching activities, and proper planning makes the task of a teacher smooth, functional and successful. Therefore, by using positive politeness strategies help the lecturers to save the students' face while teaching and learning process is conducted.

It was found Positive Politeness Strategy 1: Notice has become one of the strategies which were used the most by the lecturers. At the beginning of the lesson, the lecturers always showed their attention to the students before entering to the main focus of the learning. In this part of the teaching and learning process, the lecturers used Positive Politeness Strategy 1: Notice Attend to Hearer to make the students feel appreciated and noticed at the very beginning of the lesson. Therefore, it would bond the pleasant atmosphere as the start of the teaching and learning process for the students. Brown and Levinson (1987:103) stated that the speaker should take notice of the aspects of hearers' condition where the hearers would want the speaker to notice and approve that.

The lecturers used this strategy for some of the reasons. The first reason is, the lecturers want to appreciate and motivate the students where the lecturers want to show their appreciation toward the students. The second reason is, the lecturers would like to take their attention, so the students feel they are curious and comfortable to follow the teaching and learning process in the classroom. It is also supported by Fatchul Mu'in et al. (2018:83); the interaction between students and teachers is fundamental to the learning process. By Positive Politeness Strategy 1: Notice Attend to Hearer, the lecturers consider that they have to keep and bound the students' positive face, which wants to be appreciated at the beginning of the lesson.

In pre-activity, the lecturers chose to show their notice by asking the students about their condition, appreciation, and attention. After that, the lecturers gave instructions and asking the students about what they have learned before entering to the lesson. Here are some examples of the three lecturers.

PS1U3S1PR : "How are you today?"

PS1U2S1PR : "Nice to meet you this morning."

PS1U6S3PR : "I'd like to see the video posted if it is possible when I go dar away there   to see how good your performance is."

The example of Subject 1 showed that the lecturer asked the students' condition. The lecturer opened the class by greeting the students and asking about their situation. Then, the students answered that they are good and asked the lecturer back about how was the lecturer's condition. Therefore, at the beginning of the lesson, the students and the lecturer created the bond of caring for each other.

The second example showed her appreciation to the students by using verbal and nonverbal communication. It showed that she used the sentence "Nice to meet you" to show verbal communication about what she felt in the classroom. Then, it was followed to show her nonverbal communication by telling the greeting with voice tone, eye contact, and smiling to the students. It meant that the lecturer tried to build a warm environment at the beginning of the lesson. According to Fatchul Mu'in et al. (2018:32), nonverbal communication refers to all the aspects of communication involving body language, eye contact, voice tone or inflections, and distance.

In the third example, the lecturer showed his notice to the students by keep reminding and explaining to the students about the mechanism of doing the next project. He told the students to make sure the students give the project on the time that the lecturer had set up for them, it showed that the lecturer noticed the students that he did not want the students would be late to complete their assignments. Besides, even though he would go far away, he assured the students that he would see the students' excellent performance. The lecturer also convinced the students that they would give an excellent performance.

The second strategy which was used the most by the lecturers was Positive Politeness Strategy 5: Seek Agreement, where it was used 23 times by three lecturers. According to Brown and Levinson (1987:112), Seek Agreement is divided into two aims. They are safe topics and repetition. The use of this strategy in pre-activity helps the lecturers to make the same idea with the students. The participation of the students in this teaching

phase is needed, the lecturers tried to do seeking the agreement and do reinforcement by repeating students' answers in pre-activity where the lecturers tried to establish the goal and objective of the lesson in pre-activity. According to Kumar (2012:12), there are two significant steps involved in this phase, namely the establishment of goals or objectives and discovering ways and means to achieve these objectives. Therefore, by using Positive Politeness Strategy 5: Seek Agreement, the lecturers tried to safe the topics to reach their targets and do the repetition to the students' answers in pre-activity. It is relevant to Brown and Levinson (1987:112), the raising of safe topics allows the speaker to stress his agreement with hearer and, therefore, to satisfy hearers' desire to be right or to be corroborated with his opinions. Thus, the goals and objectives of the lesson could be reached by the students through positive politeness strategies used by the lecturers.

The lecturers used Positive Politeness Strategy 5: Seek Agreement for some purposes. The first purpose that to build the students memorize stays longer because the lecturers do the repetition to the students' answers started from pre-activity. When the lecturers keep repeating the material, it helps the students to memorize the point of the lesson rather than only once. The second one is to ensure the students get what the lecturers mean so that lecturers and students have the same agreement at the beginning of the teaching phase. According to Brown and Levinson (1987:113), repeating is used to stress emotional agreement with the utterance. Therefore, when the students delivered their response, sometimes the students feel they were not sure about their answers so that the lecturers came up with seeking agreement to tell the students they answered it correctly through seeking agreement.

In pre-activity, the lecturers chose to do their seeking agreement by handling students' answers. After that, the lecturers gave their comments toward students' responds. Here are some examples of the three lecturers.

PS5U1S1PR : "Daily activities. Ya, it is about somebody's activities. Mr. Bean's activities."

PS5U6S2PR : "Lock bird? Okay, Lock Bird. Jadi kata Bird itu artinya dia mewakili ya kan?

PS5U10S3PR : "OK. The first is the prime minister from the government, OK? The second deputy, OK, the member and the whip. The prime minister there OK and the deputy and the member and the whip here."

The first example showed that the lecturer responded that the students' answer was correct that she did the repetition by confirming the students' response. Brown and Levinson (1987:112) said that the more speakers know about the hearer, the closer will be the safe topics he can pursue with the hearer. In this part, the lecturer tried to catch the students' participation by asking the students some of the questions to reach the objectives. The lecturer showed her role as the teacher by managing the classroom activities. It is relevant to Mu'in et al. (2018:84) stated that teachers often help clarify the material; they try to increase their students' participation in the classroom, and they try to enhance active learning.

Therefore, doing the seeking agreement as the way of handling students' answer has fulfilled the teacher role as the manager of the classroom activities.

The second example showed that the lecturer did the repetition to the student's answer. She repeated once and said the answer was correct by saying, "OK." Next, she explained the material based on the student's response. The lecturer did questions continuously to the students to reach the objective of the lesson. It is relevant to Mu'in et al. (2018:84), verbal communication will continue until some form of common ground is established, and the objective of the teaching-learning process is attained.

Last, the third example showed that the lecturer did seeking agreement to ensure the students' answer was right. He repeated the students' responses to confirm the theme of the debate on that day. It is also relevant to Fatchul Mu'in et al. (2018: 98), one of the categories of teacher talk is repeating student response verbatim, the aim is to make sure the exact words of students after they participate.

b. While-Activity

From the findings of three lecturers, it was found that the total use of politeness strategies in while-activity was 342 times where various politeness strategies appeared in this teaching and learning process. The most type of politeness strategy used by the lecturers for while-activity was Positive Politeness Strategy 6: Avoid Disagreement, where it used 61 times. As stated by Brown and Levinson Positive Politeness Strategy 6: Avoid Disagreement is the desire to agree with hearers. The use of this strategy while activity helps the lecturers to encourage students to make students feel their answers were correct and highly appreciated by the lecturers. The participation of the students in this teaching phase is needed, where the primary teaching process is conducted. Kumar (2012:14) said that the interactive phase, the teacher provides the pupil's verbal stimulation of various kinds, makes explanations, asks questions, listens to student's responses, and provides guidance. The success or failure of teaching depends upon the degree and quality of classroom interaction between the teacher and pupils. Consequently, by using Positive Politeness Strategy 6: Avoid Disagreement helps the lecturer to do the activities in while activity runs well.

It was found that Positive Politeness Strategy 6: Avoid Disagreement has become the most strategies used by the lecturers. By using the Positive Politeness Strategy 6: Avoid Disagreement helps the lecturers to focus on and maintain students' responses so that it will be easier for the lecturers to explain and implement their material during the teaching and learning process. The examples of Positive Politeness Strategy 6: Avoid Disagreement could be seen through the table below.

PS6U2SIWH : "I have breakfast at 7 o'clock. OK, that."
PS6U18S2WH : "Tapi yang dulu terkenal adalah SANYO, kalau orang bahari coba tanya pasti SANYO."
PS6U8S3WH : "You're using that example to elaborate your idea to make your idea longer. That's okay, but you need to make sure you come with the solution ya if you don't like it come with the solution."

The first example showed that the lecturer told the students' answers were correct by correcting it first and said: "OK that." However, before that, the students answered with "I breakfast at 7 O'clock". Then, the lecturer repeated students answer by correcting it into

"I have breakfast at 7 O'clock. OK, that". Therefore, by not saying it was false, the students will not feel afraid of stating their responses to the lecturers' question. Besides, the lecturer also used the idea of the students as an example to explain the material. It was also relevant to one of the categories of Teacher Talk, as stated in Fatchul Mu'in et al. (2018: 98); using ideas of the students will encourage students to talk during the teaching-learning process, and of course, it will also promote their knowledge.

The second example by Subject 2 showed that the lecturer did avoid disagreement by not saying it was false, but tried to give another example of the idea. It also showed that the lecturers did not want to make the students feel their answers were incorrect, but the lecturer chose to put another example to provide the solution correctly. Moreover, by doing that helps the lecturer to maintain the students' respond in while activity.

The third example by Subject 3 showed that when the lecturer responded to the students' argument after the debate session. The lecturer did not say directly it was inappropriate ideas, but he just said, "That's okay," and he gave the solution what actually the students should speak to make it correct. Therefore, it proved that the lecturer showed his empathy to the students by appreciating their ideas even though it was incorrect.

The second strategy which was used the most by the lecturers was Strategy 12 (Include Both Speaker and Hearer), where it was used 36 times by three lecturers. Lecturers do the use of Strategy 12 (Include Both Speaker and Hearer) by using an inclusive "We" when lecturers mean "You" or "Me." The use of "Lets's" is an inclusive form of "We." The lecturers used the word "Let's" and pronoun "We" for several times when they're dealing with the students' responds. Brown and Levinson (1978:127) said that Strategy 12 (Include Both Speaker and Hearer) is often used to soften requests, offers, and can be used to stress the cooperativeness of the speaker's actions. By using this strategy, the subjects of the research wanted to maintain the students' real face, which wanted to be approved.

The lecturers used this strategy for some of the reasons. The first reason is to make students feel their existence is noticed by using the pronoun "We" and "Let's." According to Elvina Arapah and Fatchul Mu'in, the speakers used the pronouns because they want to show the feeling of being close to each other. Besides, the need to show respect and love feeling is expressed by the use of the pronouns. Therefore, using the pronoun "We" is one of the ways used by lecturers to build the feeling of being close. The next reason is to make the students involved to be part of the teaching and learning process. Kumar (2012:13) said that one of the activities in while activities is a reactive process where the students will react and respond accordingly to the various stimuli and teaching techniques presented to them. Therefore, by involving the students using the word "Let's" will encourage them to engage in the teaching and learning process. Also, the lecturers want to bound that they are not the ones who talk to the students, but the lecturers also offered them to involve together.

It was found that Positive Politeness Strategy 12: Include Both Speaker and Hearer has become one of the most strategies used by the lecturers. By using Positive Politeness Strategy 12: Include Both Speaker and Hearer helps the lecturers to involve the students in the activity and build the feeling of being close to each other. The examples of Positive Politeness Strategy 12: Include Both Speaker and Hearer could be seen through the table below.

PS12U10S1WH : "Because I told that we are studying two tenses only, now let's take a look one by one."

PS12U1S2WH : "Now lets us continue to the next — word-formation. We still talk about word formation from the text. So the process of how to form the word. Kita masih lanjut berbicara tentang word-formation process, tadi yang sudah kita pelajari yang nomor satu itu apa?'

PS12U1S3WH : "The first one we" ll go to the prime minister stated or said by Ana."

The first example used by Subject 1 showed that she placed herself in the same line with the students by using the pronoun 'We". Even though she is the lecturer as the one who was teaching the students, but she kept telling the students, "We are studying," which meant she also studied together with the students. Besides, Subject 1 also asked the students to do the same activity together by saying, "Let's take a look one by one" instead of instructing the students to do it by themselves.

The second example used by Subject 2 also described that the lecturer used both pronouns "We" and the word "Let's" together. In the case above, the speaker wants the hearer to continue the lesson together. The use of the pronoun "we" in that sentence shows that the lecturer included the students in his or her activity. It makes the request more polite because it indicates the cooperation between the lecturer and the students that the goals not only for the lecturer but also for both of them.

The third example used by Subject 3 also indicated that the lecturer used the pronoun "We" when the lecturer started to give the adjudication to the students. Even though the speaker was the one who gave the comments to the students, but the speaker kept using the pronoun "We," which indicated the students also involved in the activity. It might seem like a command or request to do something. The speaker used this strategy to show that he wanted to cooperate with the guest to do the activity.

c. Post-Activity

Post-activity is the last activity where the lecturers finish their teaching. In this part, the interaction between the lecturers and the students will be less than while-activity since the time for this part was shorter than while-activity.

From the three lecturers, it was found that the total number of politeness strategies used was 18 times. One of the most strategies used by the lecturers was Positive Politeness Strategy 15: Give Gifts. Since this phase is the last part of the teaching process, the lecturers tried to give their appreciation by appreciating the students' efforts during the teaching and learning process through Positive Politeness Strategy 15: Give Gifts. According to Brown and Levinson (1978:129), a speaker may satisfy hearers' positive-face want to have some degree by actually satisfying some of the hearers' wants.

During the post-activity, it was found that the lecturers tried to do the review to make sure that there were expected behavioral changes from the students after the while-activity. Because of this reason, the lecturers tried their best to handle students' participation in the last session by appreciating them through kind words to make the students feel liked,

cared, understood, and listened. According to Kumar (2012:14), the teacher and the students bring changes to their performances by providing necessary corrective feedback.

In post activity, the lecturers chose to show their appreciation by saying thanks, greeting, and complementing the students. Here are some examples of the three lecturers.

PS15U4S1PO : "Yes, very good! How do you know, Nadia?"
PS15U1S2PO : "Assalamualaikum Warrahmartullahi Wabarrakatuh."
PS15U2S3PO : "Okay? Thank you so much for your attention. See you at the next meeting."

The first example from Subject 1 tried to compliment her students' answers because the students answered the review question correctly. The lecturer showed her empathy to the students by appreciating the students' effort to answer her question. According to Mu'in et al. (2018:35), empathy means being open to the ideas of others and sensitive to their values and feelings.

The second example from Subject 2 showed her attention by praising the students with Salam in the Arabic language, which means she or he brought the prayer for the students at the end of the teaching and learning process. Therefore, by closing the teaching process with Salam is also categorized as the ethical behavior of the teacher.

The third example from Subject 3 showed his appreciation for the students' attention in his or her class during the teaching and learning process that they had conducted. The lecturer used "Thank you very much" to show his or her gratitude to the students. Therefore, the students will feel their attendance, and also the lecturer highly appreciates the participation.

CONCLUSION AND SUGGESTION

Conclusion

During the teaching and learning process at the English Department of Lambung Mangkurat University, it was found that the implementation of positive politeness strategies by lecturers is relevant to the teaching phases (pre-activity, while-activity, and post-activity). The application of positive politeness strategies from every subject showed that three of the lecturers almost used the same strategy where positive politeness strategies were implemented by showing attention, repeating students' answer, praising students, and showing gratitude to the students.

Suggestion

From the analysis of the politeness strategies, the researcher has some suggestions as follows:

The researcher suggests the lecturers of English Department students to keep implementing the use of positive politeness strategy in the classroom interaction to the students since it is believed to stimulate students' learning based on the teaching phases. Besides, the function of politeness strategy is essential to support the students' skills to be

better. Moreover, how the way the teachers give materials or motivations and manage the class through the language used by the lecturers in the classroom can influence the students' characters in life.

This research can be an additional reference for the English Department students. It is suggested for the English students who take linguistics concentration for they have to learn more about pragmatics, especially politeness strategy. Besides, the students also need to appreciate the lecturers' effort through the use of positive politeness strategies while teaching and learning process was conducted by paying attention to the lecturers seriously.

This research focuses on what kinds of positive politeness strategies strategy used by lecturers in English at the English Department of Lambung Mangkurat University. This study can lead other researchers to research politeness strategies in different focuses. It is also hoped that the study on politeness involves language other than English. Therefore, it can broaden the knowledge in applying linguistic aspects in various languages.

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