STUDENTS-LECTURER(S') SPEECH ACTS IN THE ACADEMIC PRACTICAL TEACHING SITUATED-COMMUNICATION

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Abstract: This study aims to explore the language politeness in an academic situated interaction between student-students and lecturer(s)-students the polytechnic campus environment mediated by the Javanese cultural background, accurately to describe the reprimand speech acts used as a typical politeness expression; to explain the context following the use of speech acts as a form of politeness in classroom interaction between students and lecturers in academic activities. This study was conducted in Polytechnic Indonusa of Surakarta, Indonesia. The results show that the language used by the lecture and students in communicating are considered polite where the amount of politeness maxims application is much higher when compared to the violation of the maxims. Another result is the level of politeness of students with Javanese cultural background is covering *tata krama* and *andhap asor*.

Keywords: academic discourse, speech acts, politeness principles, Javanese cultural

The idea of politeness in language, it at least offers criteria of how one would effectively speak or write with a language that implies polite sense to the addressee. These criteria guide speech participants to create effective and harmonious communication, in addition to avoids them from having misunderstandings and offend each other. Many experts attempted to explain the criteria for politeness in communication. Goffman, Brown and Levinson, and Leech are among the most leading linguists of politeness theory. The use of language within a language society, generally divided into categories of both politeness and impoliteness. This division will continue to occur in the community as well as the use of other rules. This then raises a perception of whether the language used is either right or not.

Concerning the interaction process between students and lecturers, sorts of strategy may need to take into account in a communication. In principle, communication is required

to be able to express ideas in humans' social lives, which includes politeness and language ethics. Politeness is closely related to the use of linguistic elements. Additionally, it closely relates to language feasibility in a speech delivered by the speaker to his/her interlocutor(s), while language ethics is closely related to behavior at the time individuals communicate (Arif, Muliati, & Patak, 2018). Linguistic politeness concerns the practicing norms observed by a certain community. If a community applies the norms and values strictly, then the polite language becomes part of the people's characters. In regard to education, the community who uphold politeness shall internalize it in everyday life process, including classroom interaction.

In regard to the interactional communication in the world of education, i.e., between teachers and students or lecturers and students, of course, they would engage in both verbally and nonverbally communication. In verbal communication, various speeches emerged between speakers and speech partners. Various studies on speech acts of teacher(s)-students or lecturer(s)-students have been carried out by previous research. In fact, various classroom interaction-based studies show that these types of speech acts are one of the various types of speech acts that are widely used by teachers in oral interactions with students in the classroom. This is shown in several speech act studies based on class interaction as was done by (Jiang, 2010), (Abhakorn, 2013), (Pujiastuti, 2013), (Agustina & Cahyono, Yudi, 2016), (Van Compernolle, Gomez-Laich, & Weber, 2016), (Basra & Thoyyibah, 2017), (Thuruvan & Yunus, 2017), (Arif et al., 2018), and (Ratna Susanti, Sumarlam, Djatmika, & Rohmadi, 2018). These studies show that the communication strategies are helpful in solving the communication problems encountered by the teachers and students in the learning process in the class and in creating effective classroom interaction. This fact shows that language has an important function to maintain good interaction in one community. Failure in using language to communicate can result in a failure of interaction (Mahmud, 2019b).

Studies on politeness in the context of verbal academic interaction between students and lecturers, which focus on caring attitudes has not been widely studied. For this reason, an in-depth study of politeness is needed to cope with problems arise between students and lecturers in academic activities on campus through utterance reflecting the indifference in a Socio-pragatic perspective. The following findings report several studies that have also examined the directive politeness strategy. This can be seen from both similarities and differences in the research results. The similarities and differences between this research and previous relevant researchs carried out by (IKEDA, 2014), (Van Compernolle et al., 2016), (Wafa & Indrawati Vahmita, 2017), (Stadler, 2018), and (Mahmud, 2019a).

Among the factors determining good communication is the presence between the speaker(s) and speech partner(s). The speech situation is mediating communication between these parties, the socalled speech event. Any speech event is, therefore, inseparable from speech acts use that enables speakers to communicate intentionally and purposively. Relevant to this article, a language event between lecturers and students' communication in practical teaching has caught the researchers' attention. In a contextual teaching situation, it always carries out in a reciprocal academic communication that engages between students-lecturer and students with other fellow students.

Language is used as tool to make students do something so the environment of classroom is changed. Language has function to make students do imaginative activity such as they should create story or write their experiences in the class. The language used in a classroom is transactional and interactional use of language. Transactional language is mostly used by lecturers in delivering information knowledge for students. In other hand, interactional language is used by the lecturer to interact with students.

The way they interact to the students by using their actual language in the classroom can make the students study well. Interaction means lecturer and students are acting reciprocally. The lecturer give action in the class, then the class give reaction which is subsequently modifies the next action. The interaction in the classroom involves the students' response and some initiations in the classroom.

This is part of interaction done in classroom based on observation.

Lecture: *"Selamat pagi. Hari ini kita akan praktik Chasis dan Daya."*
Students: *"Selamat pagi."*

Lecture: *"Di antara kalian yang sanggup menyelesaikan praktik ini dengan waktu yang lebih cepat dari standar, saya beri nilai A. Bisa dipahami?"*
Students: *"Bisa, Pak."*

Then students do their task given by teacher. In this case, the interaction between lecturer and students is determined by speech acts that are strongly influenced by communicative learning activities. In its process, a lecturer has his own way of conveying ideas, knowledge, and thoughts to students, much of the communication mediated by the speech act use that is oriented at creating politeness. In this dimension, politeness principles are needed to maintain good relations between speakers and the speech partners. Leech (Leech, 2014) has formulated the politeness principles into six maxims, namely (1) the maxim of tact, (2) generosity, (3) approbation, (4) modesty, (5) agreement, and (6) the maxim of sympathy.

Leech (2014) simply defined pragmatics as the study of language in use. Matiki & Kgolo (2017) pointed out that pragmatics is characterized by the idea that language is used by its user and the use of language depends on norms, rules, and beliefs exist in the community where the users live. This means that Pragmatics is a branch of linguistics knowledge which encompasses the blending of the knowledge of morphology, phonology, syntax and even semantics. Pragmatics has something to do with the fact that users use language in context and that language is restricted to culture. Searle (1980) stated that the meaning and the intention of utterances uttered by users are determined by the existence of a context. He also added that culture and context play roles in communication. It is because without contexts, a hearer does not understand what a speaker intends to say by his/her words. Every country does not always share the same culture. Recognizing the rule, habits, and beliefs of each culture counts in achieving understandable and accepted utterances when one wishes to communicate in a particular language existing in a particular culture.

Through speech acts, speakers choose ways of expressing themselves based on their objectives toward their hearers such as to believe, accept, or do something. Bonvillain (cited in Al-Bantany, 2013) noted that "the notion of speech act entails the fact that through speaking, a person accomplishes goals".

The theories about speech acts can be traced back from the works of J.L Austin in the lectures he delivered, which later on were codified in a book called *How to Do Things with Words*. The book was published in 1962 after his death. Austin (Austin, 1962) stated that sometimes, when people utter an utterance, it is not always to describe something. Instead, by uttering utterances, they actually do something. Speech acts are those acts of making statement or question, giving commands or order, refusing, complimenting, apologizing, and etc. Searle, (1980) explained that when people say something, they may involve the three dimensions, which are locutionary acts, illocutionary acts, and perlocutionary acts.

A speech act, according to Austin (Austin, 1962), implied that "someone saying something is normally also doing something". Austin further differentiated three types of acts: (1) a locu-tionnary act which contains "a certain sense and reference" and is "equivalent to the real meaning", (2) an illocutionary act which has "a cer-tain conventional force" or a "contextual functi-on", and (3) a perlocutionary act indicating the effect on the addressee which "we bring about or achieve by saying something.

This study aims to explore the language politeness form in an academic situated interaction between student-students and lecturer(s)-students the polytechnic campus environment mediated by the Javanese cultural background, specifically to describe the caring speech acts used as a typical politeness expression at the polytechnic campus environment; to describe the context following the use of speech acts as a form of politeness in classroom interaction between students and lecturers in academic activities at the polytechnic campus environment.

This research is more emphasized in the speech study that implies the form of positive politeness and represents caring or indifferent attitude in the interaction pattern between students and lecturers based when the lecturer performs its role in academic activities on cam-pus. The indication of language polite can be known from the form of verbal and nonverbal politeness. The verbal form of politeness can be known based on the use of language in the process of speech. However, the form of nonverbal language poli-

teness can be studied using the theory of speech events and speech context. A speech event is a social event in the interaction between a speaker and a hearer in a particular situation to convey a particular idea or purpose. Submission of ideas or objectives in speech events can be done explicitly or implicitly, meaning the intent is presented openly and there is also an implied purpose in a speech. This article tries to identify the patterns of polite rebuke in Javanese since it is believed that the strategies the Javanese rebukie strongly bound by the Javanese cultures.

METHOD

Since this study is aimed at investigating classroom speech acts performed by a teacher in terms of speech acts classification determined by the theory of John R. Searle, this study is categorized under the principle of qualitative research design, specifically, a case study. Geertz pointed out that a case study has something to do with investigating how a phenomenon is like by looking closely at the case and providing a thick description explaining participants' thoughts about and feelings for a situation (cited in Basra & Thoyyibah, 2017). A case study is a perfect fit for this study, as this study attempts to reveal how speech acts are used by a teacher of English. This study elaborates the case and findings as they really are without manipulations.

This study used the descriptive-qualitative research approach. It is a research paradigm that does not consider statistical calculation (Sumathipala, 2013). The data retrieval technique of this study applied note-taking techniques and content analysis. The data analysis used the extra lingual equivalence method.

This study was conducted in the Polytechnic Indonusa of Surakarta, Indonesia. The lecturers who were designed for the current study teach five different courses. The other participants were 128 (one hundred and twenty-eight) students taught by the selected five lecturers. The needs of observing students done to explore how those students' acts of responding heir lecturer(s') interactive utterances and viewed the relationship between the utterances in line with the pragmatic forces being exercised by the lecturer(s) in the classroom.

In this study, the researcher(s) attended the target classes and took recording three times on the lecturer-students' interaction during the teaching and learning process without interfering with the interaction in the classroom. The researchers used a video recorder assistant to record everything on the interaction which regard to the objectives of the study. Without neglecting the whole class interaction, the recording was focused on the lecturers' and students' speeches recorded during the classroom observation. In this step, the researchers conducted data reduction to the utterances beyond the scope of this study.

The data analysis technique in this study was carried out using the pragmatic equivalent method, a method used to study and determine the identity of a particular lingual unit using a determinant beyond the language (Kornielaieva, 2019). The data taken from this research are the utterances produced by the teacher and the students during the classroom discussion went out. The data was collected through video recordings in classroom setting from the interaction between the teacher and the students. The data was recorded by using camera digital. The detailed transcription of recordings was worked out in the form of a comprehensive written record to be analyzed. The data were analyzed using conversational analysis which is required to the analytic exploration. Before analyzing and interpreting the data, the writer conducted data reduction and data display. In data reduction, the data were sorted out and classified into the Leech's theory of speech act. Then, the writer interpreted the data to find out the politeness strategies.

Triagulation was conducted to recheck data and the interprettation made by the writer in accordance with other sources. The purpose was to check the reliability of data collected and findings. Beside that, it was conducted to reduce the subjectivity of the qualitative content analysis.

The data analysis technique in this study was carried out using the pragmatic equivalent method, a method used to study and determine the identity of a particular lingual unit using a determinant beyond the language (Kornielaieva, 2019). To better understand how the teacher conducts his class, I decided to collect data through recording the whole process of class activity in order that later on it is easier to pick out teacher and students speech acts language used in class. The data recording is repeared until the data was sufficient.

FINDING AND DISCUSSION

Findings

This section presents the findings and their interpretation, organized in terms of the sequence of the research questions.

An Overview to Language Phenomena of Polytechnic Students

Polytechnic is one of the vocational higher educational institution that has specificities related to the learning process. The education offers at the Polytechnic is specifically emphasized on developing the ability in applying science and technology practically and are adept at handling work. The characteristics of education at the Polytechnic are as follows: (1) polytechnic is higher education namely academically based and industrial competence, (2) in the teaching and learning process, theory and practice are held to strengthen mutual reasoning skills and advanced skills mastering in dealing with practical problems with comparisons between theories 30-40% and practice 60-70%, (3) teaching theory emphasizes the linking of basic concepts with real cases directly through comprehensive problem-solving methods, (4) teaching practice emphasizes skills integrating theory with practice that produces works or finished products that can be directly used (Thamrin, 2010).

Based on the specialization of polytechnics as a vocational campus, a student is required to always think and do creative things to be able to produce advanced products benefited to all community. For this reason, the role of the lecturers involved is not only limited to providing knowledge but also acts as a facilitator, controller, manager, as well as a student source seeker to participate in activities (Abhakorn, 2013) and (Sadrina, Ramlee Mustapha, 2018). At present, ideal learning is a learning process leading towards the provision of a larger learner role in the class (learner-centered) so that the dominance of lecturers is much reduced (Jiang, 2010). The lecturers' roles in lecturing process is as an educator, motivator, supervisor, model, and facilitator. Especially with regard to the lecturing process, lecturer(s) bear their roles as a facilitator, namely facilitating students to conduct lecture processes that are realized in multiple roles, as a

controller, organizer, assessor, prompter, participant, resources, tutors, and observers. In addition, it is undeniable that every action and expression produced by lecturers in the classroom involves linguistic substances (Tri Budiasih, 2018). In the interaction between students and lecturers, language plays an important role in classroom management and student acquisition processes. This illustrates that the language used in a learning situated communication shall determine the success and classroom interaction as well as a medium to increase student knowledge acquisition in the classroom (R Susanti & Rohmadi, 2019). In this study, the authors discussed the use of speech acts between students and lecturers in the domain of higher education, especially polytechnic campus students.

The results of the speeches have been classified into five types of speech acts. The results showed that the use of 128 student speech acts as assertive speech acts as many as 19 students (14.2%), directive speech acts as many as 60 students (47%), expressive speech acts as many as 30 students (22.9%), commissive speech acts as many as 11 students (9.2%), no students utterances as many as 8 (6,7%), and no students used declaration speech acts.

Culture-Specific Politeness "Javanism" in the Educational Domain

In the context of Javanese culture, lecturers are traditionally considered more mature and knowledgeable than the students. As a realization of respect, students need to be polite to their lecturer(s). Politeness acts relate the language addressed the various aspects of social norms and structures as well as behavioral and ethical rules application. Students' utterances to lecturers in academic activities are inevitably inseparable from politeness issues. In addition to being influenced by the Javanese cultural context, politeness, both realizations and strategies are also influenced by a paradigm shift in learning from teacher-centered to learner-centered. This change in paradigm has an impact on the changes in patterns of interaction between students and lecturers within an interaction that engages in various academic activities. This interactional pattern influences their politeness language-style realization and strategies. Those educational activities are all things related to

campus activities, such as discussions both inside and outside the classroom, consulting academic advisers, consul-ting reports and practicums, guiding final project proposals, etc.

The author conducted preliminary research at the Polytechnic campus in Surakarta City, while the results showed that interactions between students and lecturers were verbally and nonverbally carried out in academic activities on campus as well as the highlights on Javanese cultural background in everyday conversation. In Javanese culture, lecturers are the educational elite social elements in which students all over social class should respect. These background nuances the politeness strategy used (Thuruvan & Yunus, 2017). For such a reason, students need to be able to show their good attitude and politeness speech to their lecturers. As part of establishing such conditions, it is significantly the lecturer(s) provide opportunities for the students to take a role in academic activities actively, lecturers should place themselves emotionally closed to the students. Lecturer(s) additionally needs to pay attention to the speech forces (F) in their language, which he/she can either desire to set up a distance or desire closeness to the students. The following is a brief quote from the lecturer and students' conversations in an academic situation.

The Chief of the class	:	"*Siap, grak. Untuk mengawali praktik hari ini, marilah kita mulai dengan berdoa.*" 'Ready to move. To start today's practice, let's start by praying'.
Students	:	*(semua menunduk khusyuk berdoa)* 'All looking down prayerfully.'
Lecturer	:	"*Assalamualaikum. Selamat pagi. Apa kabar semuanya? Hari ini Anda akan mengikuti ujian praktik Chasis dan Daya*" 'Good morning. How is everyone? Today you will take the Charging and Power practice exam'.
Students	:	"*Waalaikumsalam.*"

The chief of the class' utterances on the above conversation occurred in a specific context of the situation. It was precisely when he was appointed to lead the classroom prayer, which is regularly undertaken before beginning the practical course at an automotive workshop. The reference *kita* "we" refers to the speaker as himself that includes his friends, as well as the

lecturer, to be invited to pray before the lesson was started. The speech act used by the class' leader here was the directive speech acts, which is strategically mitigated by the discourse marker of *marilah* that means 'let (us)' to invite the whole class.

Through politeness, speakers and hearer who engage in interaction through conversations in the running smoothly because they are able to connect the language with various aspects of social structure. When a student interacts with a lecturer in any academic activity, the student must understand politeness through speech acts as a lecturer, conveys his or her ideas, expresses agreement or disapproval, reveals indifference to a particular situation, and other speech acts (Ratna Susanti et al., 2018). On the basis of such conversation, the typical politeness expressed by the lecturer to students is positive face politeness identifiable from the politeness marker on a reference *Anda,* raises more polite sense addressed to students. This is a positive politeness strategy for lecturers by positioning themselves a group of powerful people and keeping distance in an academic activity on campus; however, instead of positioning himself more closely and emotionally with students. The lecturer and students' close position was mainly expressed in the utterance, *Selamat pagi,* "good morning" and continued with a directive utterance, *Apa kabar semuanya?* "How are you all?" through interrogative mode as a realization of the lecturer's caring attitudes for students. The verbal expression was also followed by the nonverbal expression to students; the lecturer smiled and looked at all students with friendly body language.

Other typical utterances showing the lecturer's concern for students are highlighted in the following conversation.

> Lecturer: "*Ini siapa yang ngecas aki? Anda tahu tidak, prosedur ngecas aki itu gimana?*"
> [Who is charging an accu (here)? You know, what are the procedures (should be taken) in charging the accu?]

Utterances expressed by the lecturer in an above context mediated by a positive face politeness form. The data showing the lecturer's greetings on *Anda* "You" marks a politeness sense in the Indonesian language. This reference

can be inferred, both speaker and the hearer reflects equally share respectful understanding.

In fact, the relationship between lecturers and students is asymmetrical. Culturally lecturers (s) gain higher power than students. The situational context in the above speech has taken place in a workshop laboratory at a private school of the polytechnic in Surakarta. The utterances expressed in the interrogative mode in the above functions as a directive speech act. The interrogative sentence, however, implies a concern for caring to students in the order he/she be careful at practicing in the workshop. This circumstance is caused by academic classroom activities, which aimed at establishing an attitude of ensuring occupational safety and health.

Politeness Phenomenon in the Language Use of the Students of Vocational Department

Contextually saying, students of the vocational department's level of politeness dominantly observed simultaneously goes with an indication of observing the cost and benefit scale instead of the indirect scale. For example, in a speech act expressed through the language act of sarcasm implicates a thoughtful meaning.

> Lecturer: "*Yusuf, kamu kok ganteng sendiri to, yang lain pake wearpack. Kamu kok pake kaos.*" [Yusuf, how come you are the most handsome of the others, others wear. How come you wear a shirt].

The lecturer's speech act illustrated above clearly reflects the insulting pragmatics of the student's name called Yusuf, for, at that moment, he was caught not wearing labcoat in joining the workshop. This certainly followed by the students' perlocutionary act of responding to the lecturer's sarcastic expression, "*Huuuuu…*". This typical expressing language contextual-based seems relevantly addressed in (Jucker, 2009), which revealed the cost and benefit scale mutually help to construct the politeness implicature in a speech act instead of the direct-indirect scale use. The essence of cost & benefit scale Leech (Leech, 2014) is on how one considers the cause and benefits borne in his/her speech act utterance meaning on the speaking partner's feeling.

The researchers represented the speech acts used by the students' and lecturer' utterances and the general students' perception on the lecturer' speech in academic interaction.

Assertive's speech act and giving information

> Lecturer: "*Hari ini kita akan praktik tentang Chasis dan Daya.*"

> Context: Lecturers informed about practical exams and some students who were marching neatly to start practice exams in Automotive Workshop that day some of them gave a nod as a sign of understanding the information submitted by the lecturer.

The directive's speech act of the speech decides.

> Student: "*Kalau yang ini sudah selesai, terus dibalik gitu ya, pak?*"
> Lecture: "*Iya, silakan*".

> Context: Students who ask questions after getting the answer from the lecturer's decision, then do what the lecturer said.

The directive's speech act of the ordering

> Lecture: "*Tuliskan pada samping kanan atas nama Anda.*"

> Context: The student immediately writes the name on the theoretical paper sheet according to the instruction of the lecturer.

The directive's speech act of the suggesting.

> Lecture: "*Yang mau maju duluan siapa, saya nggak menentukan.*"

> Context: Students immediately respond to lecturers' comments in the form of questions as well as suggest made a deal in the class, who will advance the exam first. Because previously been determined two groups that practice exams, namely transmission groups and differential groups.

The expressive's speech act of praising.

> Lecture: "Wah, Tegar…..joooss!" (Lecturer while holding up his right thumb).

> Context: The lecturer gave praise to a student named Tegar who has completed the practice with a faster time and the results are good.

The commissif's speech act of challenging.

> Lecture: *"Di antara kalian yang sanggup menyelesaikan praktik ini dengan waktu yang lebih cepat dari standar, saya beri nilai A."*

> Context: Lecturers provide such challenges, students feel challenged to practice more quickly than the time given and the results remain good.

The expressive's speech act of the reprimanding.

> Lecture: *"Ini siapa yang ngecas aki? Tahu tidak, prosedur ngecas aki itu gimana?"*

> Context: There are students who have violated the procedure when the electrical practice, ie the battery menyi by not opening the cell cover. Otherwise, it will cause the battery to explode. This is very dangerous for safety. Therefore, the error of this procedure makes the lecturer angry

In regard to students' polite expressions to the lecturer(s) a practical classroom interaction, it is subsequently shown at the time they were commenting. The speech act's use of commenting mostly mediated by a number of supporting maxims such as the maxims of agreement, sympathy, tact, generosity, and sympathy. In part of fulfilling the required politeness maxims between students one another and students-lecturer, they were mediated by the influence of distance (age) and social status politeness scale. Additionally, students observed polite language on communicating with the lecturer(s) who, in terms of age, are much older than the students themselves. The students, therefore, understood their position or status in the classroom interaction. At school, the lecturers occupationally have more power than students. The expressed utterances may be best described in the data.

> The lecturer: "*Baru kemarin sudah dijelaskan dan dipraktikkan to, masak sih sekarang ujian kok lupa cara mempraktikka*n." [It was just yesterday I explained and practiced [to you], how come in today's exam [you] forgot how to practice it].

The aforementioned lecturer's utterance reflects the pragmatic force through speech criticizing students who had forgotten to operate a tool in an automotive workshop, even though it had only been practiced a few days ago. According to the previous relevant studies, i.e., (Jiang, 2010) reported that the linguistic politeness that should be achieved by lecturers is politeness in language, according to Leech. Jiang's opinion is almost identical to the results of this study, which shows the politeness of language corresponding the Leech's politeness principle that in this speech situation, the subjects were the students and lecturer.

Tact Maxim

The tact maxim states that minimize the expression of beliefs which imply cost to other and maximize the expression of beliefs which imply benefit to other. The paradox of politeness functions as an antidote to a more dangerous kind of paradox. This more dangerous paradox is a violation of the logic of goal-oriented action; that is, a state in which two individuals, A and B have incompatible goals.

> A: *Din, ambilkan map merah di meja ruangan saya.*
> B: *Ya, Pak.*

In the conversation, the situation happened when the lecture asked to the student to request for helping him take a red map in his desk and his student said "yes". It means that the opponent of speaker agreed for the request of the speaker. The student fulfilled the tact maxim because he maximized benefits to the other. He made his lecture helpful and gave benefit to the speaker.

Generosity Maxim

The generosity maxim states that minimize the expression of benefit to self and maximize the benefit of cost to self. Unlike the tact maxim, the generosity maxim focuses on the speaker and says that others should be put first instead of the self.

> Student A: *Waduh, wearpack-ku ketinggalan di rumah.*
> Student B : *Pakai punyaku dulu.*

In the conversation above, it seems that student A was left the wearpack, however student B gives the benefit to borrow his wearpack first. It is clear that the student B is minimized the benefits to his self and maximized cost to his self with sacrificing his wearpack first to using.

Approbation Maxim

The approbation maxim states that minmize the expression of beliefs which express dispraise of other and maximize the expression of beliefs which express approval of other. This maxim is used in an utterance that expresses the speaker's feeling. The first part of the maxim is to avoid disagreement; the second part intends to make other people feel good by showing solidarity.

> *Lecture: Wow… selamat, kamu selesai tepat waktu!*
> *Student: Terima kasih, Pak.*

In the conversation shows that lecture says congratulation to student, in this context the student has finished the project on time. When the lecture congratulate his student, he gave the compliment to his opponent of speaker with saying *"wow…selamat kamu selesai tepat waktu"*. The speaker's compliment given could be categorized as the fulfillment of approbation maxim with maximizing praise to the other.

Modesty Maxim

The modesty maxim states minimize the expression of praise of self and maximize the expression of dispraise of self. The modesty maxim sometimes comes into conflict with some other maxim or in asymmetry, in which case we have to allow one maxim to take priority over the other.

> Student A: *Katanya kamu dapat nilai A untuk mata kuliah Chasis dan Daya, benarkah?*
> Student B: *hehe…aku malah belum tahu.*

In the conversation above, student A make sure to student B that he got the highest score in the Chasis and Daya subject, however student B replied by saying, *"aku malah belum tahu."* It could be indicated as the fulfillment of modesty maxim. The opponent of speaker maximized dispraise to his self by saying that he did not know about his self as the highest score in the Chasis

and Daya subject even though he had been already known.

Agreement Maxim

The agreement maxim runs as minimize the expression of disagreement between self and other, maximizing the expression of agreement between self and other. It is simply observed that they are much more direct in expression agreement, rather than disagreement.

> *Student A: Sepertinya ini harus diganti dengan busi yang baru biar mesinnya nyala..*
> *Student B: Oke… kita belikan dulu di toko onderdil.*

From the foregoing data above, it shows that the opponent of the speaker agree with the speaker's options to buy the spark plugs motorcycle.

Sympathy Maxim

The sympathy maxim states that minimize antipathy between self and others maximize sympathy between self and other. This maxim is usually used in representative utterances and includes in a small group of speech acts such as congratulations, commiseration, and expressing condolences.

> *Student A: Makasih Lang…sudah dibantu menyelesaikan laporan praktik ini.*
> *Student B: Sama-sama. Ohya, turut berduka cita ya atas meninggalnya ayahmu.*

In the conversation above, the student A said thank you for helping to his friends who finished his report, because he want to asked the condition of student A after his father passed away. Then student B said I am really in deep condolence. In this case, it seems that student B could be categorized as the fulfillment of sympathy maxim.

To create effective classroom interaction, lecturer and students will rely much on their communication. Lecturer and students in the class will use languages to communicate both in verbal and non-verbal ways. Therefore, they need to apply effective communication strategies in order to transfer their ideas clearly. A number

of studies proved that lecturers and students need strategies in the class to communicate their idea.

Discussion

This section presents about the data which derived from the observation. Here are the explorations that is from the process of recording data description. It derives from what the observer heard, saw, and thought, and record when collecting the data during teaching-learning process.

Research on speech acts has been done by (Hikmah, 2017). This study describes the apologies used by the Javanese by using English. While for the subjects studied were the Javanese with age between 25 to 30. The results showed that there are four types of speech acts, namely representative, directive, commissive, and expressive. The difference between the study and this research lies in the subject under study. If in the study subjects are an age of about 19 to 22, this study does not use age restrictions. There are similarities between the research and this research, namely finding the speech representtative (assertive), directive, commissive, and expressive. However, in this study found directive speech acts reprimand mistakes when doing practice in class with praise mode.

In learning at the polytechnic campus there are more practical subjects than theoretical subjects. This relates to the standard operational procedures that students must follow to avoid mistakes and stay safe. The finding of this research supports the previous researchs and theory about speech act. Dailey (2010) found that almost interaction done in the classroom involved both teacher and students. He stated that "...following the opening moves by the teacher, the students produced verbal responses, usually followed by teacher feedback.

Research on speech acts by (Nur, Zainal, & Mugableh, 2013) presents a study on speech acts that aims to fill the above-mentioned gap. The focus of the study is on the pragmatic analysis of the speech act of 'promising' in Jordanian Arabic. The analysis of this article have shown that there is a gender difference in the use of linguistic forms in the speech act of promising among Jordanian, i.e., use of body-expressions among women once they issue their promises. The similarity of the research with this research is on speech acts. This research is more specific

about the form of illocutionary acts conducted by students, whereas the research analyzes students' speech when making an agreement and body expression from men and women when making such an agreement.

In a pragmatics study, the utterance is the smallest unit of verbal interaction that expresses action. All verbal communication involves speech acts. Language will be meaningful when used as a social tool that aims to communicate. In this case, the speech has a relation to the politeness of language because speak is a reflection of politeness in communicating. Language politeness as a form of language use is always paired with social relations and social roles in society and culture.

The diversity of the formal form and the pragmatic function of language courtesy is conveyed through various language-politeness strategies. This is in line with Mahmud, M. (2019a) view which suggests that speech acting strategy can be manifested through imperative, declarative, and interrogative, meaningful literal or nonliteral, and direct or indirect. Language politeness through various formal forms of linguistics and its various pragmatic functions can't be separated from the context of its use. The context includes (a) knowledge, (b) situations and knowledge, (c) situations and texts, and (d) knowledge, situations, and texts. Sociopragmatically, the context of language politeness can be classified into three parts. First, the context of the speech situation is the context of the conversation that occurs in certain situations with the use of language according to the situation. Second, the context of the speech event is the context of the occurrence or the ongoing linguistic interaction in one form of speech or more involving two parties, namely the speaker and the hearer with a single subject in a particular time, place, and situation. Third, the context of speech acts is the basic unit of communication as a tool of analysis. Illocution, the context of this speech act can be assertive, directive, commissive, expres-sive, and declarative.

In this study, the speech acts of delivering reprimand are analysed to identify the types of the politeness strategies and the social-cultural backgrounds which determine to choose of the appropriate reprimanding strategies. Having been selected, the relevant utterances (the selected data) were mainly evaluated and analyzed based on the Javenese cultures, particularly the

concepts of andhapasor and tata krama. In addition, the analysis was also supported by the politeness theories of Brown and Levinson (1987) especially in the basis of the illocutionary acts by which FTA are carried out, and of Grice (1981) particularly on the analysis of understanding the intended meaning (implicature). The goal of this study is to build the politeness strategies in in Javanese politely, so the conversation among the tenors will run harmoniously.

This section presents the pragmalinguistic strategies to respond reprimand in Javanese. In these strategies, a reprimand may be rejected or accepted. However, it is very common that the responder raises a question, turns the compliment back, gives some explanation about the compliment, and offers the object of the reprimand to the interlocutors. In fact, these ways were used as a device to humble himself as required by the concept of *tata krama*.

> *Lecture:* *"Yusuf, kamu kok ganteng sekali. Yang lain pakai wearpack, kamu pakai kaos."*
> *Student:* *"Mboten kok, Pak. Maaf… saya lupa bawa wearpack."*

Firstly, it is very common to make a reprimand response by disagreeing the reprimand. In this strategy, the responder will say, *"Mboten, Pak"* to the reprimand.. He disagrees with the reprimand. Then, he will provide with some explanation to lower himself, for example by saying "maaf saya lupa bawa wearpack".

Speech levels: the lecture is using *ngoko* level, and the student is using krama *inggil level*. However, this negative assessment is used to avoid self-praise (by lowering himself) as motivated by the concept of *andhap-asor*. In contrast, such strategy (the negative assessment or self-denigration in responding to reprimands) in another language (e.g. English) as suggested by Brown and Lavinson (1987: 68) may be interpreted that the responder does not appreciate the lecture's assessment about the reprimand object, and this strategy can be considered as an impolite.

CONCLUSION

Based on the results of data analysis and discussions on classroom interaction at the Indonusa Polytechnic of Surakarta, the realized illocutionary acts were: (a) directive, which is the act of commanding, (b) expressive, criticizing and praising, (c) declarative, giving information, prohibiting, and deciding, (d) the expressive, mainly realized by the act of praising. The most occurred speech acts were directive speech acts. This is quite reasonable because the lecturer(s) incline towards showing more power (pragmatic force) than the students. The pragmatic force realized throughout the data reflects directive speech acts expressed by the lecturer(s) speech acts in practical classes at the Indonusa Polytechnic of Surakarta quite strongly addressed to students. The pragmatic force includes giving information, deciding, commanding, suggesting, praising, challenging, influencing, rebuking, criticizing, and sarcastic.

On the basis of the observed speech acts, the more indirect utterances were expressed, the stronger pragmatic force on speaking partners. Meanwhile, the students' expressed polite language with other fellow students in classroom interaction at the practical classroom was realized through the maxim of generosity, agreement, and tact maxim. The politeness scale mostly used by the students with fellow mediated by the maxim of sympathy. While the interaction between lecturer(s) and student, the typical observed politeness mediated by the cost and benefit politeness.

For future researchers who are willing to conduct similar research, they need to include a larger amount and variety of data so that generalization can be made more reliable. Further studies are expected to consider the non-verbal expressions such as tone, mimics, and gestures to see how those expressions complementing the utterances are generated by lecturers. The future studies are also recommended to involve more research subjects, in this case lecturers with various backgrounds for comparison to figure out how far actually the different backgrounds of the interlocutors can affect their language.

From the findings, the researcher makes some suggestions. First, the application of teaching about politeness language is considered necessary to improve their self quality and as a development of character education, especially in vocational higher education. In addition, the lecturers must also have attitudes and polite speech before teaching their students, because the lecture is a reflection of their students due to the

lecturers will be imitated by the students. The serious problem faced by Indonesian currently is the humanitarian crisis, this kind of problem must be taken seriously due if it ignore, will be fatal for the notion.

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