Politeness Strategies in Master Ceremony Coaching Clinic: Comparison among Mentors and Mentees

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Abstract

This research scrutinizes the strategy of politeness employed by Mentors (MTRs) and Mentees (MNTs) during the coaching clinic providing Master Ceremony (MC) at Universitas Bumigora. Researchers implemented some techniques (participative observation, interviews, audio recording, case studies, and focus group discussions) to monitor the interaction among the MTRs and MNTs during interaction and comprehend how the theory used, and the strategies affect the communication and lead to effectiveness of rehearsals. This research applied a descriptive qualitative method to see the natural phenomenon of data in the field. The face-saving strategy was found to be mostly applied during coaching; MTRs do 69.23% of the time, and MNTs do 80%. While the face-threatening acts, MTRs uttered 30.77%, and 20% of utterances were uttered by MNTs. Using saving strategies during coaching helps the MTRs maintain good relationships with the MNTs. This research also suggests that implementing politeness strategies creates good communication and relationships at hand. The newness of current research lies in the in-depth analysis of the politeness strategy among mentors and mentees, which the face-saving strategy significantly contributes toward communication effectiveness.

Keywords: Coaching Clinic; Mentor and Mentee; Politeness Strategy.

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1. INTRODUCTION

Master Ceremony (MC) is one of the professional fields that is currently popular among many people. Many institutions provide services to train those who are interested in becoming MCs. Meanwhile, in the context of higher education, especially at Universitas Bumigora, MC training is still a means of supporting students in improving their skills to speak in public. In this study, researchers attempted to monitor the interaction among mentors (MTR) and mentees (MNT) and the extent to which they play a role in communication during training to become MCs. Usually, every year, several students are selected by the institution to be trained to become MCs for graduation needs; in this training process, researchers are interested in comparing the politeness patterns used between mentors and mentees. Because we see that good communication is important for their comfort while practicing.

Referring to Brown and Levinson (1987) theory on politeness, namely emphasizing the aspect of maintaining the "face" of the conversation partner when the interaction occurs in a social environment. Thus, the researcher

sees that this theory is very suitable for use as a scalpel in this study because, in the coaching process, there is a long interaction between the mentor and mentee. Thus, the researcher sees that for conduciveness between them, a strategy is needed so that the activities can take place well. We see the interaction between the mentor and mentee when MC training needs to apply a politeness strategy to minimize conflict so that the coaching goals can be achieved quickly.

Previous studies conducted by Anugrawati et al. (2020) and Pasaribu et al. (2021) showed variations in the interactants' politeness level. These differences are seen from the interactants' communication context, power, and social status. Referring to this research, the current researcher is interested in studying how mentors and mentees use politeness during the training process. We hope this article can contribute to readers' increasing insight into the dynamics of communication between mentors and mentees. Even the articles by Muhid et al. (2020) described the communication strategy by relying on communication accommodation to harmonize conversations. Their research put forward the effectiveness of communicating using communication strategies and the politeness strategy used by speakers when interacting with their speech partners.

Some other works emphasize the politeness strategy of the interlocutors on film, wedding parties, WhatsApp, and online learning. In everyday social life, language is a cultural mirror for the user of the language. Thus, the diction they use can influence relatively polite language users' behavior. Research conducted by Morelent and Irawan (2022) suggests that the level of politeness can affect the effectiveness of communication. The relevance of the research that we do now is that language is a vital tool in conveying ideas and feelings and can influence the psychology of speech partners. Starting from the results of the study, we need to study that the existence of language as a communication tool is not just a communication instrument but is also an identity for the user of the language, see also Spencer-Oatey (2011) and Spencer-Oatey and Jiang (2003), they emphasize politeness through a pragmatics perspective. Furthermore, in the article written by Rahayu et al. (2023) suggests how the politeness of language applies across cultures. Their research shows that their cultural background influences the way people communicate between countries. We can learn from writing, namely, that language is a social component that must be distributed from generation to generation.

Politeness is an attitude possessed by civilized humans. Politeness is seen in human behavior and can be shown through verbal actions. The use of politeness levels in social interactions can minimize the occurrence of conflict in society in social interactions. This idea is in line with Lakoff (1973) who said that politeness significantly affects speech partners because it can reduce conflict. Some even speculate that politeness is a form of respect for speech partners; this explanation can be checked in the article written by Sapitri et al. (2020). Other opinions about politeness can also be checked on Novitasari (2023) and Saifudin (2020). However, the essence of several of these works conveys that politeness is a powerful instrument that communicants can use during social interactions to avoid conflict and respect the person they are talking to.

However, the culture of each language users considers polite, which has a bad meaning for the culture in another place because politeness is a concept of agreement that is built together. This concept distinguishes societies that have different cultures because of its uniqueness. This agreement becomes a control function for the interlocutor, especially while interacting with foreigners. Another study by Yassi (2019) states that there are at least three social variables that determine compliance with politeness in Asian languages; Power (P), Distance (D), and Kinship (K), and have been developed into six politeness systems resulting from the adaptation and development of the Brown and Levinson (1987) and Scollon et al. (2012) theories. These systems lead the interactants to obey politeness, which may reduce conflict.

As discussed previously, politeness is one of the attitudes of interactants to respect their interlocutors and avoid conflict as much as possible. According to Brown and Levinson (1987), the importance of being polite to interlocutors will also increase the harmony of interaction. In their theory, Brown & Levinson (B&L) divide politeness strategies into two: positive politeness, which focuses on interlocutors who need recognition and support. For instance, giving compliments to others and offering help. Negative politeness focuses on avoiding violations of the interlocutor's freedom, such as saying sorry, offering a choice, and avoiding direct speech. However, both types

of strategies can be used simultaneously depending on the motive of interactions.

The use of politeness is often encountered in our lives, both in the workplace, family environment, campus and in other public places. The use of politeness at the location of the interaction certainly has a purpose, namely to avoid conflict and respect the interlocutor. For example, in the market, the use of politeness helps traders and buyers negotiate so that it can facilitate reaching an agreement. Other strategies were also found in Muhid (2018) and Muhid et al. (2020) research on the effectiveness of language accommodation in the Market, which influenced the achievement of an agreement on both sides and resolving conflict among societies.

Hence, achieving the goal in communication requires strategy. Likewise, when we meet our close friend or new acquaintance, we will set a suitable strategy to be used. Choosing the appropriate strategy helps the interactants maintain the comfortable during the social interaction; the similar idea has also been explored by Saputra et al. (2021) about politeness strategy in language education, and they found three strategies. In short, the researchers provide a brief insight into the B&L theory to get an overview of politeness strategies. Consider the Table 1:

Table 1. The Main Politeness Strategy by Brown and Levinson (1987)

Category	Strategy	Definitions and examples
Face Saving Strategy	Positive politeness	Aims to create a more intimate atmosphere, the focus of this strategy is on the interlocutor. Example, a moderator or MC gives praise to a prospective speaker at a seminar, or appreciation to the invitees even with a simple statement "Thank you for taking the time to come to this place." The sentence shows the compliment to the interlocutor that makes them feel happy and more accepted.
	Negative politeness	This politeness provides free or more flexible space to the conversation partner to achieve harmony in the conversation. Example; a mentor asks for help from a participant to get something, then the sentence is more or less like this: "Can I ask for help to get...?" the sentence shows that there is space that frees the interlocutor to respond to the speaker's needs.
	Off the Record	This strategy uses indirect expressions and does not need to be taken seriously, but the speaker has the hope that those who hear the statement will take action, even if they do not act it does not become something that offends the speaker. Example: "I am not saying that this news is valid, but some information can be seen in the WA group."
Face Threatening Act	Bald on Record	This strategy does not consider politeness norms, is more direct, and at first glance sounds less polite. This strategy is often found in both formal and informal scopes. Example: a lecturer tells his students to close the door, by saying, "Close the door!"

From the Table 1, it can be seen that the B&L theory provides a model of politeness strategy so that speech participants can interact in various contexts in everyday life. In **positive politeness**, it is more inclined to build a close, relaxed relationship with the speech partner, the use of language is more empathetic to the speech partner. Meanwhile, in **negative politeness**, it is the opposite, namely the speech partner is given more space by the speaker to respond to the speaker's speech. While in **bald on record**, this strategy is more assertive without considering the aspect of politeness when producing utterances, so it seems less polite, but in a short time this strategy is quite effective to use. and the last is **off the record** tends to avoid conflict or violations to the interlocutors.

In short, all of these strategies can be used according to the context and needs of the speaker and the relationship between the speaker and the speech partner. Therefore, to achieve harmony when interacting, you must

be wise in choosing a strategy.

Thus, this research about the strategy of politeness helps us to determine the language users through the diction and the way they utter the language. The strategies found in the current article depict that they possibly affect the interlocutors' psychology. It confirms some parts of the results from previous studies about the strategy used in communication. The novelty from previous research is on the emphasis of politeness strategy in communication, social status, and power; by applying the approach can decrease the conflict and harmonize communication.

2.   RESEARCH METHOD

This research applies descriptive qualitative method. This part the researchers provide brief information on how the research is designed, the procedures for collecting the data, and the participants involved.

2.1.   Design

This study refers to the theory written by Brown and Levinson (1987) emphasized the aspects of the face; face threatening act (FTA), and face-saving strategy (FSS) to analyze the findings on the interaction between mentors and mentees in the MC coaching clinic at Universitas Bumigora. In this research, the researchers use qualitative methods with a descriptive approach to get an accurate picture of politeness strategies among mentors and mentees. The data used in this research is sentences or phrases with variable investigations: words, frequencies, and utterances. As mentioned earlier, the data source is the interactions among mentors and mentees in the coaching clinic at Universitas Bumigora. The researchers analyze and interpret the sentence or phrase politeness strategies they use.

2.2.   Participants

The participants used in this study are three mentors: 2 males and 1 female of the coaching clinic, and 2 male mentees and three females selected randomly from various study programs: literature program, pharmacy program, and computer science program. The mentors who were involved trained in different skills, such as intonation, articulation, mimicking, interacting, and handling unexpected events. Before the coaching was conducted, the candidates were selected from hundreds of candidates by the Vice Rector (WR3) of Universitas Bumigora. The average age of mentees is around 18-19 years old.

2.3.   Procedures

The data used in the current study was empirical data research taken through a phenomenon of social interaction that happened during the coaching to become MC. The researchers implemented several steps to gather data; participative observation was done by direct involvement in the coaching. We observed the interactions among the mentors and mentees at how they used politeness strategies in the interaction. The researchers noted and recorded the use of sentences or phrases during the observation. Interview with mentors and mentees to collect information about their experience of using politeness strategies. In audio analysis, the researchers focus on the sentences or phrases the mentors and mentees uttered during coaching. In case studies, the researchers determine some specific cases from the coaching and highlight the use of politeness strategies. Group discussions were conducted to obtain a real picture of the experience of the participants involved in the MC training. The data collected was then categorized based on the types of strategy used by the interactants.

3.   FINDINGS AND DISCUSSION

3.1.   Findings

In the current era of globalization accompanied by unlimited social interaction, we are required to look back at important elements that can build better communication, namely politeness, especially during MC coaching. In this study, the researcher aims to reveal the strategy of politeness in communicating between mentors and mentees at the Universitas Bumigora coaching clinic. The researcher hopes that by exploring the dynamics, readers can gain insight into how politeness affects communication with speech partners or audiences in responding to speakers.

This study reveals a comparison of the coeval strategies between mentors and mentees in MC training at the Universitas Bumigora coaching clinic. The researcher examines the data in detail about their strategies, from data obtained through voice recordings, observations, interviews, case studies, and group discussions. The data shows quite varied findings in using politeness strategies when interacting. From the data found, the researcher analyzes important findings as the main key in the data. Therefore, we display the findings data as in the Table 2:

Table 2. Utterances of Positive Politeness uttered by MTR & MNT

No	Politeness Strategy	Description	Utterances
1	Compliment (MTR)	Give a positive vibe to the mentee	"*Bagus-bagus, tonenya sudah dapat*" Good, you got the tone.
2	Feedback (MTR)	Giving feedback after practicing the text for MC	"*Tadi udah okay, something ada peningkatan.*" It's okay, something's improved.
3	Mentioning name	Mentors mention names of the mentees to show respect and interest	In between *Yana atau Fara ntar baca yang awal, coba Icha baca yang 20 nama.*
4	Giving solution/idea (MTR)	Mentors initiate some alternatives to do	"*Begini, kalau kita mau cepat…*" Here, if we want to be quick.…
5	Proposing (MNT)	The MNT propose to the MTR to do something	"*Suruh orang yang banyak komen itu yang kerjain.*" Ask the person who give comment to finish the job.

Table 3. Utterances of Negative Politeness uttered by MTR & MNT

No	Politeness Strategy	Description	Utterances
1	Asking question (MNT)	MNT asks question to the MTR	"*Apakah jadi disebut yang memuaskan itu, Pak?*" Do we say the satisfying, sir?
2	Confirmation (MNT)	The MNT reconfirms the instruction from MTR	"*Berarti sisanya itu IPKnya aja?*" So, the rest is mentioning the IPK?
3	Instructing (MTR)	The MTR directs the MNT to follow the model given	"*Coba mungkin you can listen to my voice*" May be you can listen to my voice.
4	Advice (MTR)	MTR gives advice to the MNT	"*Gini, agak dipelanin dan diatur tonenya.*" Here, make it slower and adjust the tone.
5	Asking question (MNT)	MNT asks question to the MTR	"*Bacanya agak pelan gitu?*" Read slowly?
6	Respect (MNT)	MNT shows respect in asking question	"*Sir, gimana cara baca Cumlaude?*" Sir, how to say Cumlaude?

Table 4. Utterances of Bald on Record uttered by MTR & MNT

No	Politeness Strategy	Description	Utterances
1	Asking question (MNT)	MNT asks direct question to the MTR	"*Mana sampai saya tadi?*" Where I stop?
2	Intimidate (MTR)	The MTR insist the MNT not to force themselves to read	"*Kalian jangan paksain kalau ga ada mike?*" Do not force yourselves if no microphone?

No	Politeness Strategy	Description	Utterances
3	Instruction (MTR)	MTR instructs the MNT to stop	"OK enough"
4	Dimissive instruction (MNT)	MNT negotiates to the MTR not to read . . .	"*Nggak usah dah ini meskipun. . .*" Do not do this, even. . . .
5	Blaming (MTR)	MTR blames the MNT because they lose the commitment	"*Kok turun powernya naik intonasinya lagi?*" Why the power down, up the tone?
6	Interruption (MTR)	MTR interrupts the MNT while reading the name of students	*Saya potong, maaf* . . . I cut, sorry . . .
7	Imperative (MTR)	MTR command the MNT to stand during the traing	Stand up, lanjut nama ke Stand up, continue to name. . .

The tables show the communication strategies used during the training session, which are analyzed appropriately to reach a conclusion.

3.2. Discussion

The researchers have collected data for the needs of an in-depth analysis of the comparison of politeness strategies used by MTR and MNT in their communication while training as MCs at the Universitas Bumigora Coaching Clinic. We see that the data we present in this analysis will provide additional insight to readers, especially about politeness strategies. and to explain the data, we refer to the Brown and Levinson (1987) theory as a strong and relevant framework model, so that readers can understand the concept of politeness strategies, both face-threatening acts and face-saving strategies.

The beginning of this article mentioned the selection of B&L theory as a scalpel for this study. Of course, this theory is selected because of its important aspects involving social interaction and relevant communication models in realizing communication harmonization. Based on these important aspects, we will analyze communication patterns and the implications of B&L theory with data findings in the field.

A.   Utterances of Positive Politeness in Table 2

Data 1. "*Bagus-bagus tonenya sudah dapat.*"

Referring to Table 2 data 1 in the data findings, the strategy plays a crucial role in depicting the supportive learning atmosphere during coaching MC. Consider the utterances in data 1 "*bagus-bagus tonenya sudah dapat*". It draws the wise of MTR to affirm the MNT on the success of the efforts.

The way MTR conveys the compliment creates great confidence in the MNT and creates a positive atmosphere that leads to harmony among them. Data 1 confirms the strategy proposed by Brown and Levinson (1987) that creating positive politeness during social interaction reinforces solidarity. MTR's statement to MNT by giving direct praise made MNT more enthusiastic because he felt recognized and appreciated for his efforts during the MC training. Another impact of this praise is that it can create a more intimate and more effective training atmosphere. The results of the data analysis contained in the audio and compared to the results of the interview with MTR showed that praise automatically appeared when his students achieved positive progress in their efforts. The treatment described by MTR in his explanation when interviewed showed a strong psychological impact on MNT. Hence, the feelings of doubt and anxiety that were previously strong gradually disappeared because they felt that their existence was taken into account in the community and their enthusiasm for learning was encouraged, Karimnia and Khodashenas (2017) and M (2024) confirmed that using politeness strategy can achieve better results. A similar analysis by Floyd et al. (2020, p. 206) indicates positive encouragement or behavior can boost students' motivation and self-esteem.

Data 2. "*Tadi udah okay, something ada peningkatan.*"

In the statement "*tadi udah okay, something ada peningkatan*" by MTR when giving feedback to MNT shows constructive feedback to MNT or students in the school environment in general. In fact, the statement was deliberately embedded by MTR so that MNT also realizes that they have made significant learning progress. After comparing it with the results of the interview with MTR, it was confirmed that MTR wanted MNT to continue and improve their abilities and were not satisfied with their current achievements. In the study by Zaky (2023) stated that good feedback can identify strengths and weaknesses. So that participants know where progress has been made and how to improve. The suggestion is that if you can combine positive feedback with constructive criticism, our participants will be able to see all challenges and how to deal with them.

The theory by B&L reveals the psychological and linguistic aspects of the data analysis. The psychological aspect is seen through the impact of positive feedback on the MNT that encourages them to be more confident, while the linguistically is depicted through the positive principle by Brown and Levinson (1987), which is framed in supportive feedback "*tadi udah okay.*" The saying positive feedback to MNT prevents them from feeling frustrated and guilty. The work by Liu et al. (2022) confirms the importance of providing positive feedback to the learners, they focus on linguistic style matching (LSM). Its impact goes to both sides: teachers and students or MTR and MNT. Specifically, the MNT feels more motivated to be included in the training atmosphere for they perceive they are recognized in their environment. We can claim that creating a positive atmosphere in training activities creates a more relaxed psychology and reduces the anxiety of the MNT during training, which is in line with the findings from Kusmanto and Widodo (2022). Twenty-eight years ago, a work about the effect of feedback was done by Zaky (2023), that teachers improve performance and engagement by giving them supportive feedback.

However, the researchers notice a significant idea of the MTRs' strategies when they combine constructive feedback with positive reinforcements. The MTRs consciously not only recognize the progress of MNTs but also boost their current change. The phenomenon also highlights complex energy among MTRs-MNTs during the training.

Data 3. "*In between Yana atau Fara ntar baca yang awal, coba Icha baca yang 20 nama*"

Referring to the utterances in data 3, the MTR mentions the name of MNTs. The phenomenon of saying names while interacting reduces the gap among the speakers and encourages respect for the interlocutors. In data 3 the audio recording, MTR mentions the name of the MNTs specifically and the researchers confirm to the MTR, that this is the strategy that functions to recognize the contribution of the MNTs in the MC training. The utterance in data 3 depicts the principle of the positive politeness strategy defined by Brown and Levinson (1987) that fosters recognition by the MTR to the MNTs. The situation depicted in the utterance in data 3 is usually found in the educational environment, where educators strengthen the closeness among teachers and students.

The relation to B&L's theory with linguistics contained in the utterance in data 3 is a verbal effort by MTR when mentioning the name of MNTs to increase the atmosphere of familiarity and create a comfortable training atmosphere. Another impact of mentioning this name is to make the MNTs feel comfortable and involved in MC training. The relation to psychology is that the creation of a sense of comfort and closeness carried out by MTR makes MNTs more motivated to carry out MC training. To ensure the accuracy of the data, the researcher also interviewed MNTs to further explore their psychology and opinions when treated like that. Even before this study was conducted, there was a similar study conducted by Kádár and House (2020) but focused on socio-pragmatics. The results of this study showed that mentioning someone's name personally had a positive impact on them because they felt appreciated for their existence in the community.

However, a deeper exploration into psychology yielded a significant increase in MNTs in their self-confidence, as they felt valued and respected in the coaching session. The researchers saw that MC coaching is an ideal environment to implement for better results that lead to vital performance in line with the research analysis by Sarila et al. (2023). Other similar findings mentioned that mentioning the name of a person in the middle of a group makes him/her more engaged with the environment he/she is in, see detailed elaboration in Dörnyei (2001). In short,

it draws that the MTRs show their interest and respect for the MNTs in their close relationship during training. The communication established by the MTRs fosters the theory of interpersonal communication and politeness.

Data 4. "*Begini kalau kita mau cepat?*"

The utterance in Table 2 Data 4, MTR exemplifies a strategy to meet a solution within the discussion. As we can see, the context of the utterance was in the middle of the discussion with the MNTs. Within the debate, MTR gives a challenge or alternative to MNTs, to save time. In the debate, MTR begins his sentence with a conditional clause "*kalau mau cepat*", this is where MTR shows a policy or effective solution so that the process can be completed faster. This strategy is similar to positive politeness, this is shown in the dependent clause that suggests MTR's invitation to cooperate with MNTs. In the clause, no action dictates his interlocutor. Brown and Levinson (1987) emphasizes that collaborative invitations will increase the comfort of interlocutors and create an elegant atmosphere.

From a linguistic perspective, MTR considers the needs of MNT more and can contribute to discussion activities, so that MNT also appears to play an active role in the discussion. In a study conducted by Floyd et al. (2020) and Zaky (2023) explains the importance of student involvement in making a decision, because it will also affect their achievements. From this clause, the psychological aspect has a very big impact on MNTs. realized or not, that MTR has trained MNTs to be more critical in responding to a problem. Even researchers recommend that such a pattern be applied in all schools so that students can find creative solutions to problems faced in the future and look more innovative. This strategy makes them have High Order Thinking Skills (HOTS) and a growth mindset. As outlined by Dweck (2006) about the new psychology of success, that the learners who are likely exposed to various challenges and used to the difficulties drive them to encourage with multiple solutions. Another impact of applying this strategy leads the MTR-MNTs to be more intimate relationship. The researchers also suggest reading work by Kluger and DeNisi (1996) and McConlogue (2020).

In short, can see through the utterance "*begini kalau kita mau cepat...*" that the MTRs teach a tactical approach to the MNTs to be implanted in finding the problem solution in societies. Another aspect of learning from the utterances is charging the MNTs to actively engage in the training.

B.   Utterances of Negative Politeness in Table 3

Data 1. "*Apakah jadi disebut yang memuaskan itu pak?*"

The utterance in Table 3 Data 1 fosters how the MNTs position themselves as the junior that show respect to the superior or MTR within the coaching environment. The strategy of questioning is to search for clarification from the MTR. The ways in which MNTs allow the MTR to be free in responding to the question is the implication of the negative politeness strategy. The MNTs minimize the conflict of im-positioning the MTR rather than showing their respect to the MTR.

Further, the way the MNTs ask questions "*Apakah jadi disebut yang memuaskan itu pak?*" implies that they recognize the knowledge and expertise of the MTRs. Hence, they seek more information about their anxieties and doubts. Particularly, the strategy is often found in the educational environment when students ask their teachers. It implicates the students' behavior in maintaining respect for their teachers. They are conscious that they have to create a positive atmosphere within their school because the system obliges them to do that to instill moral values. Holmes (2013, 2015) highlight that questioning something not only ensures the doubt but also maintains respectful communication.

Research by Spencer-Oatey (2011) depicts that the question delivered respectfully, will help the students meet their needs. The question addressed by the MNTs highlights respect for the MTRs, for the training atmosphere is more convenient, and they can engage with the training goals. See also Data 5 in Table 3, the similar type of utterance "*Bacanya agak pelan gitu?*" uttered by the MNTs confirms the concept of politeness and communication theory. Thus, the utterances depict effective communication by asking questions. Researchers suggest that implementing effective communication prevents the interactants from any critical conflict, see also a work from

Karimnia and Khodashenas (2017) and Zhang et al. (2021) that politeness can drive better relationships between students and teachers.

Data 2. "*Berarti sisanya itu IPKnya aja?*"

Referring to Table 3 Data 2, "*Berarti sisanya itu IPKnya aja?*" depicts a strategy of confirmation done by the MNTs to ensure themselves about the doubt. Hence, they need clarity by reconfirming their anxieties to the MTRs. This strategy is easily found in the educational environment, particularly communication from student to teacher. The utterances uttered by the MNTs are meant to verify their knowledge and understanding regarding the topic given by the MTRs, whether they are right or not. The situation also confirms that MNTs still have less information about the topic being discussed, and to fill the gap they need to ensure this by verifying it. The strategy applied by the MNTs in verifying the doubt to the MTRs aligns with principles of negative politeness proposed by Brown and Levinson (1987) that strengthen the point to respect the MTRs and minimize the imposition which results in the harmony of communication. It is seen in the utterance "*Berarti sisanya itu IPKnya aja?*" frames the clarification with the question.

As outline by Holmes (2013), the question which is uttered helps not only the questioners but also the people within the circle of training are aligned with them. Linguistically, this is the mechanism that the MNTs consciously propose to ensure communication effectiveness. The MNTs also confirmed this in their interview, they responded that they do this to prevent them from potential misunderstanding prior to executing it. Psychologically, the context of questioning the doubt and getting confirmation enhances the confidence of MNTs during the training process. Another positive aspect of asking questions to confirm is the high willingness to engage with the training. This point was also confirmed by Spencer-Oatey (2011) that outlined the positive and proactive behavior helps MNTs to be more secure and ensure they are on the right track.

On the other hand, this phenomenon draws a close relationship between the MTRs and MNTs and reduces the gap between them. The MNTs do not realize the effect of their action that allows them to establish critical trust with their MTRs. The idea of it is in line with Zaky (2023) that emphasized effective feedback and communication in an educational atmosphere. Thus, the phenomenon of confirmation in the utterances reflects the theories of politeness and communication value. Data 1 in Table 3 also shows similar types of utterances in Data 6 "*Sir gimana cara baca Cumlaude?*". This utterance depicts the respect of MNTs for the MTRs, the behavior shown by the MNTs in this situation confirms their lack of knowledge and need for more understanding of MTRs' expertise. To get more comprehension about politeness, read Pratama (2019) and Yaqin et al. (2022).

C.   Utterances of Bald on Record (BoR) in Table 4

Data 1. "*Mana sampai saya tadi?!*"

Referring to the utterance Data 1 Table 4, a direct utterance is likely insisted by the MNT to the MTR, and the utterance with direct form belongs to the Bald on Record strategy. The positive thing about this strategy is that the MNT benefits from clarity on what he/she asked. However, the straightforward model shown by the MNT depicts the willingness to know more about the unclear information from the MTR. On the other hand, the impact of doing so triggers a conflict since the MTR feels im-positioned (Brown & Levinson, 1987). As the researchers understand about the Bald on Record, it is usually used when the interactants have a close relationship or high level of familiarity.

However, the researchers suggest that readers use any type of strategy wisely, consider the speakers, time, and to what extent the communication is established (Hymes, 1964) the speaker should understand the knowledge about a social situation. Hence, the implications of this strategy either trigger a conflict or maintain a good relationship among MTRs-MNTs. Nonetheless, the current analysis is highly motivated to extend that Bald on Record ensures efficiency and clarity. See more implicatures of using Bald on Record in the communication (Haugh & Kadar, 2013; Haugh et al., 2013).

The data from the recording depicts that the communicator lacks wise since she is still like the students, but if the utterance is spoken by saying sorry, excuse me, etc. is possibly respect (Hymes, 1964) outlined that effective

communication should consider at least these aspects; who, to whom, and to what extent. The interview result shows that the interlocutors (MTRs) are less satisfied with the behavior of MNTs.

This example, linguistically is such an effective way to communicate anxiety and results in efficient time in letting somebody know our needs. But psychologically, this strategy reflects unwise of somebody in interaction, for direct use of communication. Hence, communicating ideas should consider aspects of the interlocutor side for better results in interaction. See the discussion about Bald on record outlined by Karimnia and Khodashenas (2017) that the teachers must not use a direct approach if they want their students to enhance with the classroom activities.

Data 2. "*Kalian jangan paksain kalau ga ada mike*"

The utterance in the audio recording exemplifies the model of direct speech uttered by the MTR while instructing the MNTs in MC training. The position of MTR says this to the MNTs is MTR's role to provide practical and clear advice to meet great performance. The utterance also depicts wise advice to MNTs to rehearse their voices without depending on the microphone. Let's see the phrase "*jangan paksain*" exemplifies a highly defensive tactic from MTR to let the MNTs know that using a microphone is such an important tool to help them shape a better voice. Besides that, the utterance spoken by the MTR emphasizes the strategy proposed by Brown and Levinson (1987) that utterer possibly uses a direct and clear utterance without any justification.

Linguistically, the utterance seems practical and assertive to instruction, using the principle of never forcing oneself within the limit. Here, MTR gives clear guidance to the MNTs so they can avoid the worries during the rehearsal. As outlined by Hattie and Timperley (2007), they emphasized the power of feedback can be addressed in direct and clear utterance. However, the way MTR uttered the utterance help the MNTs to reach their maximum performance.

On the other hand, psychological aspects directly trigger the MNTs to be well-prepared and improve their confidence. The researchers lead them into group discussion to discuss the findings in the recording and found that the direct instruction prevents the MNTs from the ambiguities and led them to focus on the rehearsal, see Shute (2009) that emphasizes that direct feedback drives the learners to produce the best outcomes. The researchers believe through the utterances uttered by the MTR, they show their commitment to create success.

Data 3. "*OK enough*"

According to Brown and Levinson (1987), the utterance that is uttered straightforwardly to minimize unclear and ambiguous communication, and this strategy belongs to Bald on Record (BoR). The utterance that depicts the strategy of BoR is seen in this utterance, "OK enough," which is uttered by the MTR to give collective feedback after practicing all parts of the training and bears satisfying results.

Scrutinizing the utterance of "*OK enough*" linguistically, draws that the verbal reflects the directness in communication. The MTR uttered this to signal the MNTs on their success after practicing the task given. Further details, it fosters the MNTs' successful effort in conquering the obstacles. The behavior of MTR helps the MNTs to understand the performance evaluation, this phenomenon confirms the idea of Hattie and Timperley (2007) about the power of feedback.

However, psychologically the cumulative feedback validates the progress of MNTs and enhances their confidence. Even though a little feedback given to the MNTs still possibly reinforces the positive behavior of the MNTs, (Kluger & DeNisi, 1996) and affirming the MNTs by saying "*enough*" highlights the validations which can minimize the anxieties of MNTs. However, the findings from Nabila (2022) finds there was bald on record than can threaten and not to the hearers.

Data 4. "*nggak usah dah ini meskipun…*"

This utterance indicates that advisories resist any particular action from the MNTs during the rehearsal session; this action is called dismissive instruction. In the context of suggesting the MNTs, MTR does not consider any adjustment to the face of interlocutors. The purpose of delivering the idea is to stop doing any certain act. The

utterance in Data 4 Table 4 reflects the strategy of bald on record that emphasizes the straightforwardness to meet a quick goal without considering the side effects to the interlocutors. Different from the negative politeness approach that always guarantees the freedom of the interlocutor (Brown & Levinson, 1987). The verbal action performed in Data 4 Table 4 functions to meet effective argument.

From the linguistic side, it can be seen from the casual tone in the communication and can shape cozy and comfortable to the interlocutors. Refer to the "*nggak usah*" utterance, it is seen how the MTR shows his authority to the MNTs during the practice session. Research conducted by Hattie and Timperley (2007) Strengthening the point of directness feedback provides clear instruction and prevents the hearers' ambiguities.

However, the psychological aspect fosters the MNTs' condition, focusing on the given task. This means that focusing on the tract helps them disobey unnecessary actions and substitute for productive accomplishment. The similar idea about the effective way to train someone is by providing direct guidance and feedback, hence it can establish rapid trust among them, see research done by Kluger and DeNisi (1996). The behavior performed by MTR during the session can clarify his expectations, and on the other hand, the MNT can focus on the task.

The concepts of Face Saving Strategy (FSS) and Face Threatening Act (FTA) put forward by B&L emphasize interactions that always consider the self-image of the interlocutor, not only that but also how communicators do not threaten the face of their interlocutor. Before discussing the findings in this research using the B&L concept, we need to briefly explain the concept of politeness.

If we refer to the B&L discussion, FTA tends to threaten the image of our interlocutor because the FTA concept uses direct sentences without paying attention to the interlocutor's feelings, making the interlocutor feel uncomfortable. For example, "You go away!" is a command or instruction that can suppress the listener's feelings. The strategy included in this category is the Bald on Record strategy.

Meanwhile, the FSS is the opposite, namely trying to prevent the discomfort of its speech partners so that solidarity and closeness between speech partners are built. Included in this concept are Positive politeness, negative politeness, and off-the-record.

Thus, this research about the strategy of politeness helps us to determine the language users through the diction and the way they utter the language. The strategies found in the current article depict that they possibly affect the interlocutors' psychology. It confirms some parts of the results from previous studies about the strategies used in communication. And the strategy can maintain the relationship among the speakers if they use them appropriately. However, the current finding did not find used of off-record strategies.

4.   CONCLUSION

Based on data and analysis results obtained from sources: *participative observation, interviews, audio, case studies, and focus group discussions*. Communication phenomena illustrate the B&L concept of Face Threatening Act and Face Saving Strategy during MC coaching sessions among MTRs-MNTs. Hence, there found 69.23% (9 saving), 30.77% (4 threaten) of MTR, while MNTs used 80% (8 saving), 20% (2 threaten). The phenomena of using FSS in the interaction fosters highly maintain the interpersonal relationship among them. By applying the politeness strategies in communication, they prevent potential conflict and establish convenience. However, the researchers did not find off a record strategy in the interaction. Thus, the researchers recommend that the next researchers seek another potential strategy for establishing good communication at hand.

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