

Bridging The Gap: Tackling Students Challenges in Applying Politeness Strategy in English Daily Conversation

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Abstract. This study investigates the challenges faced by EFL learners at the BBC Tlogosari English Course in implementing English politeness strategies in daily conversations. Effective communication, including the use of politeness strategies, is essential in today's interconnected world, especially for English as a Foreign Language (EFL) learners. This qualitative study employed document analysis and questionnaires to collect data on students' experiences and perspectives. The findings revealed that students face several challenges in implementing politeness strategies, including linguistic limitations in English, as well as emotional and cultural factors. The study revealed that students often rely on negative politeness strategies to minimize misunderstandings and avoid cultural overgeneralizations in conversations. This study underscores the need for tailored instructional approaches that address specific politeness challenges, contributing valuable insights to EFL instructional methodologies. This study indicates that instruction in English politeness strategies can enhance learners' communicative effectiveness and cultural understanding. In the long term, this will improve student communication and cultural awareness. The findings highlight the significance of integrating politeness strategies within EFL contexts and call for further research into teaching practices that enhance learners' communicative and cultural competence. Communicating in English. Addressing these challenges can enable teachers to develop students' communication skills and cultural competence more effectively.

Keywords: Students' Challenges, Politeness Strategies, English Daily Conversations.

Introduction

Pragmatics is the linguistic field that studies inferred and intended meanings in language use, particularly in relation to contextual factors influencing the speaker. Pragmatics examines how speakers use language in context and how listeners interpret meaning beyond literal expression. Major & Crystal (1992)

emphasize that pragmatics explores factors influencing language choices in social interactions and the impact of these choices on others. While we are theoretically free to say anything, in practice, our communication is shaped by numerous social rules, often unconsciously followed. In addition, as stated by Papafragou (2018) pragmatics is considered as a type of intention recognition that requires inferentially reconstructing the meaning that the speaker intended to communicate, in addition to the literal meaning of the utterance. This statement has been supported by Siddiqui (2018) stated pragmatics is not only concerned with the interpretation of a given sentence; rather, it is inextricably linked to the concealed meaning of the speaker. It explores the implicit meaning and the unspoken aspects of communication.

Politeness strategy is part of pragmatics; this theory was introduced by Brown & Levinson. The politeness theory by Brown & Levinson is used as one of the basic models for analysis by academics in linguistics and various other branches of science including linguistics, economics, psychology, and others. Brown and Levinson (1987) define politeness strategies for spoken communication, which are also applicable for analyzing politeness in academic discourse. Brown and Levinson formulated a hypothesis to clarify facts about politeness in both verbal and non-verbal communication Sapitri et al. (2020). Moreover, as stated by Adel et al. (2016), politeness is defined as politeness strategies while respect is the ability to change people with external actions. The essence of politeness is the equality of requirements; everyone wants, and people's faces are recognized by everyone. Furthermore, according to Brown and Levinson (1987), politeness is employed in social interactions to acknowledge and address the potential threat to one's public self-image and sense of self that may arise from a Face Threatening Act (FTA). There exist five distinct categories of politeness strategies. The five types of politeness strategies are positive politeness, negative politeness, bald on record, off record, and do not do FTA.

Most of us probably utilized politeness strategies to communicate in routine. A concrete example can be found in the use of politeness theory inside the classroom. How students engage in conversation with their peers is undeniably distinct from how they communicate in communication with their teachers. Vocabulary usage and selection during conversation are different based on the context and the individual being communicated. The politeness theory, based on the definition by Schlund (2014), refers to repeating linguistic elements that are motivated by their purpose in a stereotyped manner. For instance, the English term 'please' can be regarded as a politeness formula that performs based on the specific social context. This points out the significance of applying politeness strategies to establish effective and constructive communication according to the aims and intentions of both the speaker and listener.

In addition, the students of the BBC Tlogosari English course undoubtedly apply politeness strategies in their communication both during teaching and outside of teaching and learning. Moreover, students are required to apply politeness strategies using English which is not their mother tongue. Based on Ali et al. (2020) the most difficult aspect of speaking was the process of verbal communication. Various researchers conveyed that speaking is necessary for individual collaboration since it allows them to talk clearly and effectively. Speaking is a means of delivering thoughts and messages This consisted of; the

students failing to make sounds in the classroom, since, there was little motivation for a student to expound on an idea, the passive nature exhibited by the students as a result of the presence of students with low ability in the class and the improper use of English language in communication due to irresistible effects of poor mastery of the language in terms of its vocabulary (Hibatullah, 2019). Sometimes, they are not able to properly use politeness strategies in their conversation because of different difficulties met during the communication process with both the equals and teachers.

Some researchers have discussed that using communicative strategies in the classroom for teachers as well as students is crucial (Aladdin, 2012; Moazen, Kafipour, & Soori, 2016; Mahmud, 2017a; Somsai & Intaraprasert, 2011; Tan, Nor, & Jaradat, 2012; Mahmud, 2019). Furthermore, teachers and students exhibit distinct communication styles. Therefore, it is necessary to develop a strategy for effective communication in the classroom to foster successful interactions between teachers and students (Tan et al., 2014). The successful implementation of communication strategies will have an impact on students, showing that teaching these acceptable strategies significantly modifies their perspectives and causes more frequent use of proper politeness strategies in communicating in EFL teaching and learning (Moazen et al., 2016). The challenges with applying politeness strategies by students are discovered, and teachers can use improved learning approaches in EFL contexts. In addition, teachers can contribute to enhancing communication among students by employing appropriate politeness strategies to establish an attractive and efficient classroom environment.

This research then focuses on the challenges that BBC Tlogosari students face while applying politeness strategies in English daily conversations. Within the context of English as a Foreign Language (EFL) classroom interactions, it is intended that the findings of this research might contribute to the study of the pragmatics of politeness. Furthermore, this research will be expected to help teachers enhance their ability to adapt learning approaches and politeness strategies that are appropriate in EFL contexts. This information may be advantageous for teachers involved in classroom interactions, especially English teachers and learners, in fostering effective communication in English as a Foreign Language settings. In addition, by applying the idea of politeness strategy, one may gain an understanding of the challenges that students have while attempting to communicate in English in the classroom. Moreover, the study further anticipates that students will increasingly apply politeness strategies in English daily conversations, guided by their teachers' instructions.

Student Challenges

In Indonesia, where English is regarded as a foreign language, it is crucial to participate in conversational exercises to aid students in becoming acquainted with and improving their proficiency in utilizing English in everyday contexts. This paper agrees with the view that the teacher holds a central position in enabling students to develop proficiency in English. According to Peng et al. (2014), the transition to the modern age does not alter the expectations of teachers greatly but it does have expectations that teachers build upon other attributes. Moreover, the students and teachers in the class will make use of language to interact using both verbal and nonverbal forms. Therefore, Mahmud (2019); Rohmadi, et al (2023);

and Nabila, et al (2023, September) state that they must employ efficient communication strategies to convey their thoughts with more understanding.

In addition, teachers and students, who are most involved in classroom engagement, exhibit distinct communication styles while interacting with one another. According to Kingwell (2015), communication involves more than just expressing ideas and sharing information efficiently. It also requires being mindful of not causing emotional harm to others. Therefore, while communicating, people not only concentrate on the content of the information but also on how it is conveyed. Effective communication not only successfully delivers messages, but also fosters a comfortable and harmonious exchange between individuals, therefore promoting solidarity and connection (Mahmud, 2019). Therefore, the application of politeness strategies in conversations is essential for facilitating effective communication. Teachers may proactively utilize politeness strategies because their dominant position and their understanding of particular languages influence student comprehension and motivation (Sapitri et al., 2020). Moreover, Rahayuningsih et al. (2020) stated politeness is employed to build a peaceful and cooperative relationship between both teachers and students during the class.

Differences in the manner in which the language of teaching is utilized also have an impact on the degree of politeness that has been applied in the context of students who are enrolled in English courses. For instance, it is not surprising to say that the extent of politeness evident in English and Indonesian is fairly different from each other. Considering Brown and Levinson (1987) introduced the concept of the "face-saving view," politeness difficulties have been further investigated in a wide variety of languages and settings. Additionally, Nor & Aziz (2010) for instance, researched the relationship between politeness and decision-making. It is not just the researchers working in the fields of sociolinguistics and anthropolinguistics that are interested in politeness concerns; other contexts of communication, such as educational and classroom settings, also bring attention to the significant roles that politeness plays. A study that was conducted by Payne-Woolridge (2010) focused on the interaction in the classroom setting, which may become an option to provide a new way of thinking about how teachers think about how they should talk to students about their behavior. The findings of this research prove that being respectful is a crucial part of the interaction that takes place in the classroom.

Another challenge that is an important factor influencing the application of politeness strategies in daily conversations in the classroom is the age difference. According to (Mizutani, 1987); Ayuningtyas, et al (2023); Hartono, et al (2022) conversations between individuals of different ages often lead to varying levels of politeness. The reason behind this is that; by being formal, an older person will prove to be more polite than the younger one, despite being of a different age. Politeness is a behavior that is affected by society and culture. It aims to establish and maintain a balanced relationship between individuals in a social group during their interactions, regardless of whether the relationships are public or private (Gusnawaty et al., 2022).

Many academics have a desire to know more about how to be polite in Indonesian classrooms. Senowarsito (2013) discussed politeness analysis of the conversation between teacher and student in the EFL context. Nonetheless, the research did not explicitly examine the interactions occurring among EFL students.

The English students are about politeness, however, the emphasis is not on techniques for politeness (Mahmud, 2018). This study specifically examines the perspectives of English language students about classroom etiquette. There is a limited amount of research on politeness tactics used by English students, thus additional study is necessary. Besides, politeness only analyzed student requests as politeness alone without embracing the various politeness techniques used by students in class (Syahri, 2013). A teacher is capable of giving the students speaking practice exercises within the classroom. The purpose of this technique is to instruct learners on the proper use of English during verbal conversations by including appropriate politeness strategies (Mahmud, 2019). To establish successful and suitable communication between teachers and students, as well as between students and others in English daily conversation.

Politeness Strategies

According to Gede Pande (2018), politeness theory presents the ways by which individuals seek to preserve face, particularly in instances of embarrassment or shame. Furthermore concerning politeness, Brown and Levinson (1987) mention a list of factors that cause people to utilize strategies of politeness or face-saving actions when interacting with other people. Absolute ranking (R), relative power (P), and social distance (D) are the three factors of concern. In addition, Agustina & Cahyono (2016) state the significance of those factors will influence the language performance of both the speaker and the listener. In accordance, Song (2012) asserts is necessary to recognize that certain speech acts may be perceived as polite or impolite depending on the interlocutors and the context. It elucidates the management of our own and others' identities through interaction, especially through the application of politeness strategies. Moreover, Brown and Levinson (1987) state there are five kinds of politeness strategies that speakers choose to use when performing face-threatening acts (FTAs). These categories are bald-on-record, positive politeness, negative politeness, off-record, and do not do FTA. The potential risk of face loss increases as the speaker moves down the list.

Bald-on-record

As stated by Brown and Levinson (1987), the "bald on record" strategy involves expressing oneself straightforwardly and unambiguously, without any attempt to soften the impact or imposition of one's words. Numerous kinds of explicit baldness are employed in various situations. The speaker's intentions for wanting to engage in the FTA could differ, which can result in a desire for minimal efficiency. In general, bald-on-record strategies typically do not seek to mitigate damage to the hearer's reputation, although there are implicit methods by which bald-on-record politeness may be employed to minimize face-threatening actions. Often use of this strategy can elicit surprise or discomfort in the recipient, hence it is usually used in scenarios where the speaker shares a strong bond with the listeners, such as personal or close friendships (I Gusti Ayu Agung Yuni et al., 2018). Furthermore, Brown and Levinson (1987) defined the criteria for being bald on record can be stated as follows: A person who uses direct communication if there is a need to do so in an emergency, with the highest level of efficiency, and often when talking to a person who he or she knows. According to the study, the most common type of politeness strategy is bald on record.

Positive politeness

Positive politeness is the second formative category of politeness strategies. This refers to the state of mind of a speaker that includes aspects of recognizing, supporting, and embracing the positive attitude of the audience member. Additionally, Brown & Levinson (1987) employ "positive politeness" in their speech acts, emphasizing the importance of the target party's wish for their desires or actions to be viewed favorably. It typically happens in dialogues where individuals establish a connection through mutual experiences or pre-existing relationships. The strategy employed strives to mitigate the disparity between the two parties by displaying affability and a strong desire to adhere to the instructions, hence reducing the likelihood of audience disengagement (minimizing FTA) and minimizing potential harm. (Sapitri et al., 2020).

Negative politeness

There is only one aspect of the negative politeness namely granting the receiver the wanted freedom of how to reply to the addresser. To make the recipient more comfortable during the conversation, the opportunity to disagree or refuse is offered to the recipient. Negative politeness strategies entail deliberately omitting behavior that can potentially damage the interlocutor's face, and confronting such decisions made by the interlocutor to accept or reject the speaker's statements or a particular request made by the speaker (Suyono & Andriyanti, 2021). According to the theory developed by Brown and Levinson (1987), Wagner (2000) states negative politeness is the commonly advised method in face-to-face communication. "Unless you have a different perspective, it may be more prudent to assume that the listener values their peace and autonomy over your expressions of affection."

Off-record

The actual practice of off-record communication results in frequently in a single rational meaning. However, the effectiveness of this approach is in the extent of formal flexibility permitted by an indirect expression. Brown and Levinson (1987) declare that off-record communication involves the use of indirect language and allows the speaker to avoid potential imposition. In such a case, the listener is required to form an inference to understand the intended meaning. Furthermore, it suggests that speakers have the option to evade their responsibility of engaging in Free Trade Agreements by utilizing this method. Off-the-record strategies encompass providing subtle suggestions, employing ambiguity, and utilizing sarcasm or comedy (Supriyanta, 2017). Moreover, Sifianou (1993) states that off-record devices allow the speaker to avoid responsibility for an act while allowing the addressee to interpret the utterance in multiple ways. To choose an off-record strategy, consider the degree of imposition involved in the act. The higher the degree, the more indirect the utterance to minimize it.

No FTA

Do not do speech act or say anything (do not do the FTA) is the last and most polite strategy at all. However, the more we learn about how to talk to others, the more we understand that letting our feelings and thoughts run wild is neither helpful nor successful. If being honest means telling the truth about everything we think or feel, no matter what, then honesty is not a virtue. This approach might be interpreted as a type of negative politeness, which focuses on the negative aspect of the listener's face, specifically their possible risk of losing their ability to make choices and act freely (Brown and Levinson, 1987). Furthermore, Elhadj in Gede

Pande (2018) emphasizes that it is insufficient to isolate this fifth strategy from the other overarching strategies; rather, it is crucial to incorporate elements of silence. Among the other strategies, silence may exhibit positive, negative, and off-the-record politeness to minimize imposition.

English Daily Conversation

As it is essential to keep the fact that English is the language that brings people together from all over the world, it is also important to acknowledge that English is only a small component of people's everyday lives and communication. According to (Al Awlaqi & Ghozali, 2023), the students learning English have restrictions and little possibility to communicate with English speakers and come across the language in use and practice other than in school. Moreover, Chaer (2014), emphasizes that the taught Indonesian person's first language remains the first language of Indonesia while Indonesian stands as the second language. Furthermore, individuals may acquire proficiency in one or more other languages, including foreign languages such as English, if they have enrolled in secondary or higher education programs (Jannatussholihah & Triyono, (2019); Marlinda & Susanto, (2022); Pitaloka, et al (2021, March). Nevertheless, the societal and environmental conditions in Indonesia indicate that there is still a lack of awareness regarding the significance of English-speaking skills (Mislia et al., 2016). Therefore, students must begin the study English from early childhood and continue it consistently until the university level (Handayani and Aminatun, 2020).

Since this study depends on daily conversations in English, this method could be used as an effective and common technique of making youngsters, namely students, aware of the importance of the cause and introducing them to English daily conversation (Elbes & Oktaviani, 2022). In the class of the EFL course, the ability to present ideas, engage in pertinent discussions, and explain ideas cogently in English is not merely an academic achievement, but an essential life skill set for living in a world that is quickly becoming interconnected. Nevertheless, the obstacles encountered by Indonesian students in acquiring proficiency in oral communication within English as a Foreign Language (EFL) courses are distinct. In English courses, teachers often take control of the interaction (Saswati, 2018); Susanto, D. A., & Rahayu, P. M. (2014) process due to students' negative emotional responses to communication. In Indonesian educational environments, the conventional focus on the learning process often results in students being unprepared for their daily use of spoken English. This deficiency of preparation inhibits their confidence and proficiency and also increases their anxiety about speaking verbally (Al Awlaqi & Ghozali, 2023). Teachers and students play an important role in influencing the skills and abilities of each other in the classroom. The EFL context can be a particular context in which non-first language is employed more often more frequently. To assert, as students' English Fluency rises their awareness in comprehending teachers' speech is enhanced, and they realize that teachers use politeness strategies (Peng et al., 2014). As students advance in English courses, their level of English proficiency will naturally necessitate increased communication in English. This will therefore impact the way they communicate and their thinking abilities, resulting in an increased reliance on the English language due to this daily practice. Day-to-day English conversation practice during language sessions is heavily influential to students' daily conversation in English.

Method

This study employed a qualitative approach with a descriptive design to investigate politeness strategies in English communication. Creswell (2012) defines qualitative research as a method used to explore the meanings individuals or groups attribute to social issues—in this case, the use of politeness strategies in language. This approach involves developing research questions, collecting data in participants' natural settings, inductively analyzing themes, and interpreting data meanings. The descriptive technique involves interpreting findings based on real-life situations observed in the study area. Moreover, Sugiyono (2014) notes that a qualitative descriptive approach allows researchers to examine subjects in their natural setting without influencing the data. In this data analysis, the researcher makes use of qualitative methodologies by implementing Brown and Levinson's theory regarding politeness strategies (1987) toward reality.

Participants were chosen through purposive sampling, targeting students with varied English proficiency levels at the BBC Tlogosari course. The 46 participants included students from adult levels (Elementary 1, Elementary 2, and Post Intermediate 2) and children's levels (Preparatory Classes 5A, 5B, and Dynamic Conversation Children 1) at the BBC Tlogosari English Course. Across different levels at the BBC Tlogosari English Course. The researcher was able to obtain the necessary information through the collection of data through the use of document analysis of the students' utterances and questionnaires that were distributed. In the following step, the researcher analyzed the results obtained from the data analysis collected and surveys with a questionnaire that was conducted regarding the challenges encountered in applying politeness strategies in English daily conversation within the classroom context of the BBC Tlogosari course. In analyzing data, Brown and Levinson's (1987) politeness theory was applied to identify specific politeness strategies observed in students' interactions. At that time, the information that was gathered from the students who participated in the BBC Tlogosari English Course through the use of document analysis and questionnaires was employed. Data analysis was divided into examining politeness strategies used in conversations with peers and with teachers.

Findings

This study addresses two key research questions: the appropriateness of politeness strategies in EFL contexts and the challenges students face in applying these strategies. The analysis examines whether specific politeness strategies are suitable for communication in EFL contexts, including interactions between students and between students and teachers. This includes the application of politeness practices in communication among students as well as between students and teachers. The second issue focuses on the challenges students face in employing various politeness strategies in English. This paper's analysis of the participants' verbal, and physical responses and self-completed questionnaires identified that students use many different subtypes of politeness and experience a range of challenges for its application. The following sections present detailed findings from the classroom setting.

Politeness Strategy Used by Among Students

Observational data from students at BBC Tlogosari Semarang reveal several findings regarding politeness strategies. Table 1 displays the frequency of

politeness strategies used in student-to-student interactions. The following table classifies student utterances and then the researcher analyzes them using Brown and Levinson's theory. The findings are depicted in Table 1.

Table 1. The Politeness Strategy Used by Among students

No.	Politeness Strategy	Frequency	%
	Bald on Record	11	29
	Positive	10	26
	Negative	15	39
4.	Off Record	0	0
5.	NoFTA	2	5
Total		38	100

As shown in Table 1, 29% of students use direct, assertive language (bald-on-record) when communicating with peers. This politeness pattern is often used by long-time friends who have a close relationship; Thus, despite its seemingly rude tone, it is regarded as acceptable. Examples of bald-on-record utterances include direct commands often used among close friends, such as:

"Ssssttt"

"Shut up!"

"Give me." (to request a snack)

Positive politeness, characterized by a formal tone, was used by 26% of students. The bald-on-record strategy is perceived as too explicit, while positive politeness is seen as excessively formal, resulting in a less friendly impression among other students. This makes the influence of the two communication styles less dominant because of the student's ability to adjust their behavior based on the age range in the class.

"Can I borrow your pen?"

"Can I borrow your eraser?"

"Can I have it?"

The use of "can" in the utterance shows a positive politeness pattern because the use of permission with the prefix "can" in conversation between students when they want to borrow something is courteous. Nevertheless, negative politeness was the most commonly used strategy, with 39% of students employing it to communicate courteously in class. Since the age range of students at each level is nearly the same, the negative politeness strategy becomes the most efficient way for students to connect as the best of closeness amongst them see 39% of them use it during the class. However, this pattern is still regarded as amiable for communication between them in class because it is not perceived as Bald on Record, which is a bit impolite for the context of the classroom. Some examples of utterances with negative politeness:

"(Name), teach me please."

"Just throw it."

"Take it."

Some of the examples mentioned above illustrate the application of negative politeness, as the students convey their intentions directly without engaging in small talk. In addition, there is also an off-record strategy that involves exceedingly discreet language patterns that are not usually used by students. The level of politeness strategy from Off Record is higher than positive politeness, making it highly unlikely to be used in students' daily conversations in class. Additionally, as seen on the table also do no FTA (5%) but the students rarely do it. Negative politeness is the most dominant among other politeness strategies. Since this strategy is most relevant, this strategy is fit for students' daily conversation.

Politeness Strategy Used Between The Students and The Teacher

This section presents the analysis of some utterances of BBC Tlogosari Semarang students in communicating using English with teachers during the class. A total of 39 student utterances were recorded in the classroom, classified by politeness strategy as shown in Table 2.

Table 2. The Politeness Strategy Used Between The Students and The Teacher

No.	Politeness Strategy	Frequency	%
1.	Bald on Record	6	15
2.	Positive	20	49
3.	Negative	9	22
4.	Off Record	4	10
5.	NoFTA	2	5
Total		41	100

From this data, it can also be seen that the most dominant politeness strategy is used by students. According to the data that has been taken, the politeness strategy most used by students is positive politeness. Positive politeness performances are most dominant used while talking with teachers (49%). The following utterances are used by the students in the classroom.

"Miss, may I go to the toilet?"
 "Thanks for your help miss."
 "I'm sorry for come late, miss"
 "Miss, may I drink a water?"

After that, negative politeness, used in 22% of classroom conversations, includes courteous requests such as,

"Miss, can I borrow your correcting pen please?"
 "Miss, can we go to canteen?"
 "Miss, repeat again please"

Moreover, table 2 shows that the off record is used in 15% of utterances by students. At the participant's age level, the researcher found that the students had not used many off-record strategy utterances in communicating in class including when communicating with their teachers. Some of the utterances below represent off-record usage.

"Miss, do you have any pen?"
 "It is so difficult so confused, miss."

And the ones that are least frequently used are bald on Record and do not do FTA (5%). As can be seen, this number is relatively small, and politeness strategies are rarely used in the classroom. Speaking with teachers using the "bald on record" strategy is considered to be certainly disrespectful and has a tendency to provide passive responses, which makes them appear less polite. Some examples of utterances that are categorized as bald on record politeness.

"What time is it?"
 "Wait, miss."
 "Repeat miss."

Based on Table 2 and the examples given, it is obvious that positive politeness strategies are the most significantly adapted when it comes to speaking patterns, more than other politeness strategies. This reveals the use of positive politeness as a politeness strategy is the most appropriate approach for the communication between students and teachers in the context of English as a Foreign Language (EFL) class.

The Analysis of Students' Questionnaire

Questionnaires were administered to gather students' perspectives on challenges in applying politeness strategies in English. Regarding the challenges of applying politeness strategies in daily conversations during class with the English language by BBC Tlogosari English course students. The results of the questionnaires that have been filled in by several students will be presented in the following table 3.

Table 3. The Analysis of Students' Questionnaire

No.	Questions	Answers	Frequency	%
	What internal factors will influence a person's politeness patterns?	Emotional	5	26
		Attitude and personality	9	47
		Mindset	4	21
		Answer no	1	5
	Total		19	100
	What external factors (for example family, society, and school environment) will influence a person's politeness patterns?	Family	7	37
		Society	8	42
		School	2	11
		Cultural background	1	5
		Answer no	1	5
	Total		19	100
	What factors outside your control make it difficult for you to practice politeness in class in communicating using English?	Lack of English proficiency	9	47
		Difference characteristics	2	11
		Physical condition	3	16
		Answer no	5	26
	Total		19	100
	Will differences in the cultural background in the use of Indonesian and English influence students in implementing politeness strategies in class?	Agree	14	74
		Disagree	5	26
	Total		19	100
	Do you think balancing politeness strategies with your cultural background and the values you have with other people is one of the challenges in implementing politeness	Agree	15	79
		Disagree	4	21

strategies in the
classroom?

Total		19	100
Are there other factors that influence your politeness practices in class when communicating using English?	Environmental feedback	4	21
	Experiences	3	16
	Fear of making a mistake	2	11
	Answer no	10	53
Total		19	100

The findings revealed that challenges in applying politeness strategies could be categorized as internal (e.g., emotional factors, mindset) and external (e.g., cultural differences, social environment). As Table 3 shows, internal factors impacting politeness include lack of English proficiency (47%), emotional factors (26%), mindset (21%), and personality traits (47%). Moreover, anxieties regarding making mistakes (11%) and the student's physical conditions (16%). In addition, there are external factors categories, including differences in understanding and social perception (74%), characteristic differences (11%), lack of environmental feedback (21%), cultural background, and mother tongue language having an influence (79%). Furthermore, students' social environments (42%), their families (37%), and the school (11%), where they spend most of their time, are the other external factors faced by students in implementing politeness strategies in a classroom setting. The students agreed those are the biggest challenges for them while applying politeness strategies during class especially using English.

The previously discussed research findings are based on the research conducted by researchers who conducted observations among students in Table 4.1 and between students with teachers in Table 2. In addition, the researcher utilized questionnaires for students at BBC Tlogosari. The students were given a questionnaire to fill out, which allowed for the collection of this data. The researchers identified some factors that contributed to the challenges students in applying politeness strategies in English daily conversation at the BBC Tlogosari English course. The dominance of the use of negative politeness strategies in English daily conversations throughout students, as well as the application of positive politeness strategies used by students to communicate in class, are both impacted by several factors that have been outlined in Table 3.

Discussion

In the modern age of digital communication, general politeness in interactions has significantly declined (Hastuti & Wijayanto, 2023). Students at BBC Tlogosari face various challenges in applying politeness strategies during English conversations. Students' ability to speak in English in daily conversation is directly affected by several factors, including one which is their lack of comprehension of the language. This lack of language mastery is evident in limited vocabulary knowledge and pronunciation difficulties. Generally, students employ short sentences while responding to teachers' inquiries due to their lack of ability in the English language. Due to limited language skills, students often use short responses, which can hinder effective classroom interaction (Syihab, 2022).

Whether it comes to disrupting students from utilizing politeness strategies in regular conversations using English, some of these factors are crucial factors that discourage students from doing so both inside and outside of the classroom.

Furthermore, Jiang (2010) emphasized the importance of language proficiency for effectively using politeness strategies, aligning with findings that stronger language skills facilitate politeness in interactions. It is also stated by Moazen et al. (2016) that to help with any deficiencies in language proficiency, especially in vocabulary, students attempt to employ strategies of communication. The research revealed a positive correlation between students' language competence and their utilization of advanced politeness strategies, namely indirect requests. These strategies were shown to be more successful in fostering social unity. Students consciously select communication strategies to compensate for language limitations, especially in vocabulary (Moazen et al., 2016). This highlights the necessity for students to enhance their linguistic abilities, particularly in the realm of employing polite communication strategies. The result of having a high understanding of English will make it less challenging for students to utilize appropriate politeness strategies both with students and with teachers in an appropriate way. In addition to language competence, affective factors, such as emotional control and confidence, also influence students' politeness strategy usage. Emotional factors include students' ability to manage feelings and engage in disagreements respectfully, avoiding inappropriate language. Self-correction and monitoring as strategies in learning are as follows; In this process, the speaking skills are improved as well as confidence is regained in the exercise, and the probability of an error being repeated is discouraged (Al Awlaqi & Ghazali, 2023).

Moreover, the attitude personality, and mindset; that is how a person perceives and behaves, still play a role when it comes to determining the efficacy and applicability of the politeness strategies during class. A fixed mindset or lack of confidence may prevent students from participating in discussions requiring politeness. Zander (2013) discovered that students may exhibit reluctance in employing politeness strategies due to apprehension about making mistakes or being considered disingenuous. As a result, the teachers may be more likely to keep engaged with students who present more difficulties, or, in the event of conflicts with another student, they have to try to retain, resolve, or improve or enhance the relationship among them (Davis et al., 2012). Similarly, Rudolph (2010) examining students' attitudes towards peer relationships has significant effects on the overall group atmosphere and collaborative working dynamics. A simple example is that students who have broad experiences, extensive knowledge, and mindset naturally discover it much easier to effectively and properly apply politeness strategies while interacting with others in daily conversation.

Secondly, the student's concern about making mistakes can impose a further internal entry that hinders the use of politeness strategies. The mentioned factors lead to the development of anxiety about making errors, leading to hesitant or no student involvement and poor communication within the class. According to Fitriyani & Andriyanti (2020) achieving mutual comprehension among speakers is rather difficult due to the inadequate preparation of language learners, such as EFL students, which gives rise to personal factors such as fear of making mistakes and worries of criticism. The fear resulting from the anxiety about being misunderstood or offending someone is the known source of this fear. Because of that reluctance,

they may avoid such discussions that will require more practical experience. Speaking with each other at the BBC Tlogosari English course is one of the major difficulties for students.

Due to a fear of making mistakes many students who are not native speakers avoid initiating in-depth conversations with native speakers students, even if they have reached high proficiency levels. Hence, to bolster students' confidence, it is the responsibility of the teacher to provide them with comprehensive knowledge of both grammar and pragmatics, enabling smooth and efficient communication between native and non-native speakers (Israa, 2024). So the application of politeness strategies in English courses by students is less effective. Further research findings showed that external factors have an impact and provide challenges for students when it comes to applying politeness strategies in daily language conversations. The differences in people's understanding and various values present a significant obstacle when establishing a student's politeness strategy. As stated by Ryabova (2015) the politeness concept is two ways in which absolute politeness and relative politeness in communication might be put into practice. The challenge that students encounter in an EFL class is the range of norms followed by students, which leads to various kinds of politeness strategies being used. Based on the fact that cultural norms and values are responsible for shaping the strategy of interaction (Astia, 2020). People can be polite concerning certain standards of conduct that are considered accepted for the context of a particular culture, including in the way students communicate with each other and with teachers. For instance, some things a certain student considers normal or normal might be seen as disrespectful or not adequately comprehended by another student, and so on.

Cultural and social differences result in varied politeness strategies, influenced by societal values and norms. Supported by a statement from Syahri (2013) about the apprehension of politeness strategies being influenced by cultural norms. A certain viewpoint on politeness is the social norm view, which holds that there are universally accepted values for behavior in any given community. As stated by Watts (2003) the social-norm view is based on the assumption that there are social standards that are related to assessing politeness. Moreover, Ryabova (2015) reveals the analysis of speech politeness can be approached from the perspective of language norms. Therefore, comprehension of appropriate cultural speech norms encompasses the specific rules of speech politeness. It describes how these standards are used in particular social situations, and covers the various types of students' interactions that occur within the English as a Foreign Language (EFL) context. Furthermore, Fitriyani & Andriyanti (2020) argued that providing opportunities for student participation in the classroom may decrease the control that teachers have in their interactions, which leads to positive politeness. Politeness strategies utilized in communication among students and between students and teachers exhibit many similarities in distinguishing appropriate politeness strategies in classroom discussions. Nevertheless, in reality, several differences in its implementation occasionally provide a challenge in employing proper and efficient politeness strategies in daily conversations.

The lack of feedback from the environment is a further challenge to apply politeness strategies in daily English conversation. According to Hastuti & Wijayanto (2023), students' social and family environments, as well as their

exposure to literature and the media, are some of the main influences on their use of impoliteness language in the classroom. The teacher's feedback is not the cause of the problem, as the teachers consistently offer identical corrective feedback (Febriansyah & Anam, 2020). The students' challenge might derive from the contrasting politeness strategies employed by the teacher in the classroom and the feedback they receive from society when speaking in English. In addition, according to Astia (2020), how the speaker and interlocutor engage will be influenced by their respective cultural norms. Daily practice, utilization of language, proficiency in communication, and sufficient adaptations are all vital for the successful growth of English language abilities. However, the shortage of routine in applying these skills when interacting in English can be attributed to these factors. Moreover, students' lack of confidence in their speaking skills makes them hesitant to speak during class, according to research by Ahmed (2021). Students' fears of rejection or making mistakes of themselves become more prevalent in multicultural or native-speaker settings. Consequently, the lack of environmental feedback certainly impacts a student's communication skills and serves as an obstacle to effectively applying appropriate politeness strategies in English.

However, the primary and indispensable reason for students' difficulty in implementing politeness strategies in English daily conversation lies in the peculiarity of cultural and first language as well as their attachment habits regarding the tendencies of using mentioned strategies, particularly in BBC English course class. As stated by Surjowati (2021) the cultural background of a speaker is an essential factor that cannot be dismissed, as it significantly influences the speaker's use of politeness strategies. The biggest challenge encountered by students in effectively applying politeness strategies is the variations in politeness patterns across various cultures. Thus, Sukarno (2018) conducted a study that revealed how students from various cultural backgrounds engage in varying forms of politeness in their language. Supported by Eshghinejad & Moini, (2016) opinion that the language individuals employ serves as an indicative of their social and cultural identity. Therefore, within the context of EFL settings, the language utilized by students is influenced by their social and cultural identities, and this language represents their distinctive existences. This involves the use of knowledge influenced by the vernacular language that has developed throughout their cultural environment. This emphasizes the need to comprehend a cultural context in which politeness is observed. The problem of politeness has been extensively examined across different languages and contexts. Holtgraves et al. (2023) examine the correlation between politeness and ambiguity. This highlights the importance of comprehending cultural differences in the perception and resolving of mistakes (Qari, 2017). This elaboration concentrates on the differences in cultural background and native language, specifically the Indonesian language and culture, which serve as the mother tongue and background of BBC Tlogosari students.

The cultural differences that students encounter daily, along with the knowledge they earn in English courses, hinder their ability to effectively employ appropriate politeness strategies when communicating in English within the EFL classroom context. Although politeness is an inherent part of social communication, its application differs across cultural and language contexts

(Fitriyani & Andriyanti, 2020). Additionally, it examines the English language and cultural norms related to it that these students learn and apply in the classroom. According to Etae et al. (2016), the influence of cultural norms and the inclination towards politeness greatly impacted classroom interaction, making it challenging to effectively evaluate lessons and ensure comprehension. This hindered the establishment of mutual understanding between the teacher and the students. Whereas, the majority of students are native speakers of Javanese, therefore they are utilized to employ communication patterns in the Indonesian language and are required to engage patterns in the English language.

In addition, there are some similar characteristics in the patterns of proper politeness strategies, while there are also some differences. According to some researchers, social norms might differ from one culture to another (Banikalef, Alladin, and Al-natour, 2015; Sukarno, 2010 Sukarno, 2018; Surjowati, 2021). Students' use of politeness strategies is influenced by their various cultural backgrounds, such as the use of certain names or honors when addressing elderly people, the adjustment of certain language terms according to the interlocutor, and so on. In addition, Surjowati (2021) asserts that the language individuals employ serves as a marker of their social and cultural identity. Therefore, within the realm of English learning contexts, students' social and cultural identities play a crucial role in determining the language utilized in the environment, and this language serves as a reflection of their identity. The cultural background of students has an enormous impact on their comprehension and utilization of politeness strategies in an EFL class setting.

Furthermore, various languages and cultural backgrounds may differ in their interpretation of the social and contextual factors that determine the appropriate strategies to be employed, such as the interaction of power and/or the level of familiarity between the speakers, as well as the degree of authority conveyed by the speech act (Qari, 2017). Politeness standards differ among cultures, resulting in potential misunderstandings. Indonesian students, since their native languages sometimes employ complex honorific systems, may have difficulties when dealing with the comparatively less formal structures of English politeness strategies. The honorific term or greeting is a deictic expression that is employed to demonstrate respect amongst individuals and also to indicate social position. Honorifics represent a crucial part of interpersonal communication, as demonstrating respect reduces the potential to obtain misunderstandings during conversation (Sukmawaty et al., 2022). The implementation of politeness strategies in different cultures involves utilizing Indonesian and Javanese as the students' native languages and conversing in English throughout their regular interactions in the classroom. Students often have difficulties employing politeness strategies in their daily English conversation due to cultural differences in the use of languages. According to the statement I Gusti Ngurah Bagus Yoga et al., (2018), a politeness approach has many effects on the effectiveness of the teaching and learning process, respectful communication, cooperative engagement, less imposition in the teaching and learning process, and a sense of unity between the teacher and students.

In addition, the findings also point out that the most effective politeness strategy to overcome some challenges in its application among students in the EFL context is negative politeness dan positive politeness in communication between

students and teachers. Brown and Levinson (1987) define negative politeness as “redressive action addressed to the addressee’s negative face”. The negative politeness strategy functions to enhance the social distance between interlocutors (Gede Pande, 2018). Hence, Erkinovna (2021) states the most basic aspect of negative politeness is the addresser's deference to the addressee, allowing them an opportunity to respond freely. Negative politeness is expressed through inquiries, including those that seemingly request permission to ask a question (e.g., “*Can I borrow your pen?*”) categorized as negative politeness when the students communicate with the teacher because of the different power, distance, and absolute ranking as mentioned by Brown and Levinson (1987) which the students have lower position than the teacher. So, the better way is to ask a question and permission from the teacher (e.g. “*Miss, may I drink water?*”). This statement is supported by the definition from the Merriam-Webster online dictionary about since the 19th century, people have often used “*can*” to ask for or give permission. However, some people say “*may*” is better for formal situations. On the other hand, when students ask for permission to ask a question among themselves and use “*can*” instead of “*may*” it is categorized as a positive politeness because they have the same position and distance as the students.

Additionally, some applied utterances express intimacy through positive strategies, like the use of “*Miss*” serving as a personal marker indicative of intimacy (Khusnia, 2017). In contrast, negative strategies aim to prevent offense by highlighting differences. The strategies are evident in the students' utterances (e.g., “*Miss, can I borrow your correcting pen please?*”) such as the use of the “*please*” marker while conveying their intentions when making requests. The utterance “*Thanks for your help miss.*” expresses the students' gratitude towards the teacher for her assistance. Khusnia (2017) believes that it highlights a positive politeness strategy, as it reflects an excellent relationship between the teacher and the students. Moreover, the teacher proves her being supportive to their students. In addition, another politeness strategy utilized by the students is bald on-record strategies. According to Gede Pande (2018), bald-on-record without redress means being direct, clear, unambiguous, and concise (for example, command, direct intention, and instruction). It may shock, embarrass, or unnerve the intended recipient. This strategy is common among close friends and family who know each other well and are comfortable in their environment. Since this strategy is the least polite, it should not be used by students to communicate with teachers (e.g., “*What time is it?*”). This strategy remains applicable for conversations between students, as they share equal power and distance, thereby reducing imposition; Consequently, utterances employing the bald on record strategy are perceived as acceptable (e.g., “*ssstt*” and “*shut up!*”).

Moreover, off-record and not doing FTA are the least strategies employed by both students and teachers in the classroom. These strategies are infrequently employed, though they do occasionally persist. The EFL students in the observed classroom, primarily comprising children and teenagers, tend to express their intentions directly. The students employed direct communication patterns more frequently than indirect ones. According to Sifianou (1993) the higher the degree of coercion, the more indirect the statement intended to mitigate it becomes, which is the essence of off-record strategy. For example, when the student indirectly asks for help (e.g. “*It is so difficult so confused, miss.*”) instead of directly asking the

teacher. No FTA is categorized as the most politeness strategy because it is marked with no utterance or doesn't say anything to prevent face-threatening acts toward the listeners.

Conclusion

The findings confirm that Brown and Levinson's (1987) politeness strategies are applicable to the context of BBC Tlogosari English Course students' daily English conversations. This study explores the adoption of politeness strategies in EFL classrooms, emphasizing the unique challenges students face in applying these strategies. The following student issues were identified in this study using interpretive questionnaire surveys and document analysis. Questionnaire responses reveal that students struggle with politeness strategies in the EFL context due to limited language proficiency, emotional factors, and cultural differences. Document analysis indicates that students frequently use negative politeness strategies to prevent misunderstandings, highlighting the need for EFL teachers to encourage positive politeness in the classroom. The primary focus is on identifying effective politeness strategies for EFL contexts and understanding the challenges students face when using these strategies in daily English conversations.

Furthermore, the findings suggest that, although students often use negative politeness to avoid misunderstandings, teachers should work to cultivate a positive politeness perspective in the EFL classroom. This research underscores the presence of culture-based communication barriers, indicating that teachers and students should be aware of cultural differences in politeness norms. The study supports using verbal communication in EFL for both language development and cultural awareness, thereby enhancing learning outcomes. Addressing these challenges and adjusting teaching strategies can enhance students' polite communication skills in English. This study contributes to the understanding of politeness strategies in EFL and offers insights for future research to further develop language teaching practices.

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