The International Journal of Social Sciences World
TIJOSSW is Available Online at:
https://www.growingscholar.org/journal/index.php/TIJOSSW
Vol. 5 No. 1, January-June 2023, pages: 211~ 221
DOI: https://doi.org/10.5281/zenodo.7751265
ISSN **2690-5167**
Growingscholar Publisher

Politeness Strategies in EFL Teaching-Learning Context in High Schools in Manggarai Region, Eastern Indonesia

Tobias Gunas[1], I Wayan Simpen[2], I Nengah Sudipa[3], Ketut Artawa[4]

Article history:
Received: December, 29, 2022; Accepted: March, 11, 2023; Displayed Online: March, 20, 2023; Published: June, 30, 2023

Keywords

EFL;
Context;
Teaching-Learning;
Politeness Strategies;

Abstract

This research attempts to explore and uncover how politeness strategy is realized in EFL teaching-learning context at High schools in the Manggarai region, eastern Indonesia. The qualitative research method was applied using field observation, recording, and fieldnote-taking techniques for data collection. The data were obtained from the recorded teachers' and students' utterances in EFL classrooms in the Eleventh grade of high schools. The data were transcribed into the texts and then analyzed qualitatively. The analysis was conducted using an interactive model and pragmatic equivalent method. The findings show that EFL teachers and the students applied three types of politeness strategy, including the bald-on record strategy, positive politeness strategy, and negative politeness strategy. The politeness strategies serve to achieve instructional goals. The realization of the politeness strategies was constrained to several maxims, such as the tact of the maxim, approbation maxim, maxim of sympathy, and maxim of agreement. The findings have implications for further investigation of Politeness that interplays with other aspects like approach and method in the classroom.

1. Introduction

Politeness is a crucial issue of pragmatics that has been rigorously investigated in numerous studies to date. Various topics have been explored and found in line with the realization of Politeness in teaching-learning English as a second or foreign language (Betti, 2020; Darong et al., 2020;

[1] *Universitas Katolik Indonesia Santu Paulus Ruteng, Indonesia. Email: gunastob07@gmail.com*
[2] *Linguistics Professor, Udayana University, Denpasar, Indonesia.*
[3] *Linguistics Professor, Udayana University, Denpasar, Indonesia.*
[4] *Linguistics Professor, Udayana University, Denpasar, Indonesia.*

Febriansyah et al., 2021; Fitriyani & Andriyanti, 2020; Mahmud, 2019; Megaiab et al., 2019; Rahayuningsih et al., 2019; Yrisarry et al., 2019). The studies revealed the significant findings that Politeness plays a prominent role in facilitating teaching-learning activities and classroom interaction between teacher-student and student-teacher. Most notably, the application of the politeness strategy has shed light on the interplay of other variables such as motivation for learning, achievement, behavior, character, gender, and power.

Regarding the previous research findings, Politeness should be integrated into EFL teaching-learning context in order to achieve effective classroom interaction. In that sense, teachers and students can fully engage in communicating thoughts and feelings appropriately and politely. By means of Politeness, a teacher-student and student-teacher classroom interaction turns out to be comfortable (Hamrakulova, 2020). This idea emphasizes more on the psychological state of the interactants in the classroom. For teachers, the politeness strategy is mainly utilized to help the students understand the materials. It is elaborated in various "interactive strategic tasks" (Ariani et al., 2021, p. 197). Meanwhile, learners attempt to apply politeness strategy in order to foster their achievement and communicative competence, which is termed pragmatic competence. In addition, the learners learn how to interact with teachers and peers in appropriate and polite language.

The existing results of politeness studies have shown considerable insights and hints for further investigation. It is arguably reasonable that politeness strategies tend to prevail in different contexts, that is, classroom settings. Every teaching-learning English context is performed within its own situation and circumstance. Due to distinction, it is likely that EFL teachers and learners opt for multiple politeness strategies. There is ample evidence showing the affecting factors of deploying politeness strategies in the EFL classroom context. Those relate to differences in age, social distance, power distribution, pragmatic competence, familiarity, cultural background, gender, teaching methods, and even materials. It is, therefore, prominent to account for the factors that drive the realization of politeness strategies in classroom interaction.

Several theories have been well recognized and applied in an enormous amount of studies regarding the politeness phenomenon in diverse contexts of interaction, including in the EFL teaching-learning process. Those are related to (Brown & Levinson 1987; Lakoff & Ide, 2005; Leech, 2014; 1983; Levinson, 1983). The existing theories provide the rationale ground and coverage of Politeness, primarily concerning notions, types of strategy, FTAs, maxims, scale, and parameters. Particularly, Brown and Levinson's theory of Politeness has provided the fundamental body of knowledge to the current scholars in exploring multiple problems of Politeness in social interaction(Locher & Watts, 2005). Brown & Levinson (1987) define Politeness as the speaker's attempt to save and keep the face of the hearer. The term face was adopted from the work of Goffman (1967). The concept of face refers to the public self-image of the interacting person (p.61). The physical unit of the interactants is not discussed. Based on the concept, face falls under two types namely positive face and negative face. These two faces are attributed to the wanting (desire) of the participants involved in the interaction. A negative face is the want of every interactant, which is not imposed by others, while a positive face is the want of every interactant, which is to be appreciated or approved by others. Both are considered prominent aspects of applying politeness strategies. In the context of interaction, a face can be saved, maintained, or lost, depending primarily on the use of appropriate and accurate language. Consistent with the concept of the face, Lakoff & Ide (2005, p. 4) argued that Politeness involves consideration for others. It means that speakers should show respect to listeners as they have a self-image of being pleased, positively and negatively. Therefore, it is seen as a crucial aspect that influences the success and achievement of communicative goals.

In interaction, interactants attempt to minimize the effect of threatening acts through the employment of politeness strategies. Brown & Levinson (1987) proposed politeness strategies in the frame of face-threatening acts theory (FTAs). Those strategies are classified into four types, namely, *bald-on-record strategy*, *positive politeness strategy*, *negative politeness strategy*, *and off-the-record*

strategy. Each politeness strategy is realized in different sub-strategies such as hedged opinions, use of in-group identity markers, understatement, overstatement, giving hints, and metaphors. More importantly, the choice of politeness strategies is bound by the context and situation of interaction. Some politeness strategies are utilized in a specific context, while others may not occur. When applying Politeness, interactants should also consider maxims. Leech (2014, p. 90) has clearly defined the term maxim as "a constraint of communicative behavior with the aim of achieving a particular goal". Maxim encapsulates cost-benefit on the side of speaker to hearer; minimize cost to hearer, while maximize benefit to hearer (Leech, 1983). Theoretically, there are six maxims of Politeness: tact, generosity, approbation, modesty, agreement, and sympathy.

Dwelling upon the given research evidence, Politeness has been a topic of interest in EFL teaching-learning context. Further studies are still of paramount to investigate the complex realization of Politeness for various instructional goals. This research primarily aims to investigate Politeness in teaching-learning English as a Foreign Language to high school students in Manggarai region, eastern Indonesia. The questions posed are concerned with politeness strategy and maxims.

2. Materials and Methods

The qualitative research method was conducted to study the phenomenon of Politeness in the Indonesian EFL classroom. The method is considered an appropriate research design as the data are the utterances conveyed during the teaching-learning process at high schools in the Manggarai region of eastern Indonesia. The utterances were produced by nine English teachers and the eleventh-grade students from three programs at three selected high schools, namely *SMAK Setia Bakti, SMAK Saint Fransiskus Xaverius and SMA 1 Langke Rembong*. The data used in the study were extracted from the transcripts of video recordings and field notes taken at ten meetings.

Method of Data Collection

As the data is related to the teachers' and the students' utterances in EFL teaching-learning classroom, two methods were applied in this research, namely direct observation, and in-depth interview. The type of direct observation is a non-participant observation in which the researcher attended the sixteen Eleventh-grade English classes at three High Schools located in Langke Rembong district. During the non-participant observation, Audio and video recordings were conducted to obtain the sufficient, natural-occuring data. Smart Phone Vivo of Y21 and digital voice recorder of 32 GB were the key instruments used for data collection. Aside from the tools, field-note and observation sheet were also utilized to obtain more reliable data.

Method of Data Analysis

In the study, the data was analyzed through qualitative interactive model involving three steps, namely data condensation, data display, and drawing conclusion/verifikasi (Miles, Huberman & Saldana, 2014). Data condensation in which the data were selected, simplified, and abstracted for a rich data corpus; in display the data was organized, compressed, and presented in the matrix; and the data were then concluded and verified by comparing the data from field-notes, observation sheet, and interview notes. The theory of Politeness proposed by (Brown & Levinson, 1987) was used to identify politeness strategies and FTAs. Meanwhile, the theories of Politeness suggested by (Lakoff & Ide,

2005; Leech, 1983)were employed to account for principles (maxims) and scale of Politeness found in the data.

As the data was concerned with utterances as part of linguistic units, the analysis was also conducted by referring to the method of equivalence consisting of five sub types of method by (Sudaryanto, 2015). Among those subtypes of method, pragmatic analysis was utilised to determine words and sentences conveyed by the speaker causing a particular impact to the hearer.

3. Results and Discussions

This section outlines and discusses the findings into three sub parts: (1) the realization of politeness strategies, (2) the application of principles (maxims), and (3) scales of Politeness. These results are qualitatively explained and supported by the data display in the subsequent parts.

Politeness Strategies

Based on the results of data analysis, Politeness was realized in three main types of strategies, namely bald-on record strategy, positive politeness strategy, and negative politeness strategy. These politeness strategies were predominantly employed in the teacher-student interaction and the student-teacher interaction during EFL teaching-learning activities. Each politeness strategy is discussed and presented with the instances in the following parts.

Bald-on Record strategy

By its nature, bald-on record strategy is a direct strategy used to achieve a communicative end by expressing utterances outright to other participants in interaction. In line with Brown & Levinson (1987), bald-on record strategy was primarily utilized for an efficient communication. However, it can be realized for different goals and motives in particular contexts. In EFL teaching-learning circumstance, it was shown that bald-on record strategy was employed to attain efficiency of instruction, task orientation, understanding, guidance and procedures, attention-getters, clear information, asserting the points and feedback. The cases are displayed in the extract of data below.

Table 1 the realization of Bald-on Record Strategy

Teachers' utterances	Instructional goals
Repeat the expression of invitation. (BS 01/1) now, write an invitation of birthday party. (BS 01/2). Read the invitation (BS01/3) include RSVP and dress code in your written invitation. (BS 01/5) Give applause. (BS/01/4)	Task orientation
Today, we discuss a new topic. (BS 02/6)	Attention-getters (focus)
Today, we are discussing a new topic "suggestion and offer". (BS 03/14)	Give feedback and assert the points

Invitation contains heading, salutation, body, complimentary close (BS 02/13)	Recall the students' knowledge and understanding
We have discussed the topic about conditional sentence. (BS 04/17) *last week, we discussed the topic about the invitation*. (BS 05/18) *After that, prepare your own presentation. (BS 05/19)* *Check the materials on Google Classroom(BS 05/20). Next, present your work.(BS 05/21)* *Check the incorrect spelling of the word birthday. (BS 05/22)*	Guidance and procedures

Regarding the data in displayed in the above matrix (table), it is evident that Bald-on record strategy was notably oriented to instructional goals. The instructional goals involve task orientation, attention-getters (focus), give feedback and assert the points, recall the students' knowledge and understanding, guidance and procedures. Additionally, such instructions goals were addressed as the EFL teachers' intention and to achieve efficiency and effectiveness of interaction.

The findings are related to the studies by (Bjørndal, 2020; Rahayuningsih et al., 2019). To some extent, such as task-orientation, guidance and procedure were conveyed in directive utterances. By employing Bald-on record strategy, the EFL teachers instructed the students to work on the task. Apparently, the speakers did not minimize the Face-Threatening Act (FTA) to the students for the sake of efficiency and clarity. It was one of the interactional motives based on Brown & Levinson (1987). In the context of power relation, the EFL teachers' directive utterances revealed their referent power and legitimate power (Agustina & Cahyono, 2016). Furthermore, to a certain extent, Bald-on record strategy was performed in assertive utterances such as in giving feedback and asserting the points, making attention-getters, and recalling the students'knowledge and understanding. By using such assertive utterances, the EFL teachers intended to reduce the FTA by implications. The given findings have shown that Bald-on record strategy is crucially required to conduct an efficient EFL instruction.

Positive Politeness Strategies

The other type of politeness strategy is positive politeness strategy that emphasizes on the presevation of the hearer's positive face. In EFL classroom, it was notably applied to create a positive classroom interaction and an effective instructional process. Concerning the realization of positive politeness strategy is designated in the instances of the extract 2 below.

Table 2 the Realization of Positive Politeness Strategy

Teachers 'utterances	**Students' utterances**
Good morning, dear students (PS 01/1) *Good morning, my students. (PS 02/11)* *How are you?(PS 02/12)*	*Good morning, Sir. (PS 02/13* *let me answer, Sir*. (PS 01/5) *Good morning, mam.*(PS 04/28)

Let me check the attendance list. (PS 01/3) *Good Salsa*. (PS 01/9) *Do you get the point*? (PS 02/18) *Let's practice make an invitation*. (PS 02/20) *It's better to write the pattern*. (PS 04/29) *Great job, my students. (PS 09/84)* *Can you see what I mean*? (*PS 09/85)* *perfect, very nice*. (PS 07/68) *I have been in the test, Sir. (PS 07/69)* *Let's conclude the points. (PS 07/70)* *How's life? (PS 08/71)* *Very good performance (PS 08/72)*	*Good morning, Sir. (PS 02/13) We are fine. How about you, Sir?(PS 02/14)* *Let me sir* (PS 02/17) *Yes, sir. (PS 02/19)* *What do you think we should do?* (PS 03/23) *I think you should put some notes on phone* (PS 03/24) *could you give me suggestion on math?* (PS 03/25) *may I get a suggestion from you*? (PS 03/26) Before explaining the invitation, *I would like to introduce my name*. (PS 05/36) *It sounds good, but right now, we are busy with our task. (PS 06/56)* *Yes, you can borrow it at the library. (PS 06/57)*

As the data illustrated in the extract 2 above, it is apparent that both EFL teachers and the students used a positive politeness strategy to maintain the positive face of being appreciated, praised, approved, and accepted. The employment of positive politeness strategy was manifested in exchanging greetings, making a request, giving suggestion and opinion, complimenting, stating agreement and disagreement, taking a turn, and showing interest. Exchanging greeting is a form of politeness strategy that aims to build a positive rapport between teacher and student. The act of greeting normally begins in the initial stage of instruction. In this study, two types of greeting were applied during EFL teaching-learning process at three high schools in Manggarai region, namely formal and informal address. Formal address was employed by the students to appreciate their teachers, while informal address was exploited to show a teacher-student intimate relation. Both EFL teacher and student employed an in group-identity marker, especially such address forms as "dear students, mam, sir". By resorting to the strategy, the speakers (EFL teachers) minimized the distance with the students. In an intimate distance, the students were unimpeded in communicating ideas with the teachers in EFL classroom. The act of greeting in classroom context, despite its formulaic form, can grow and enhance the students' socio-emotional state as well as engagement(Shields-Lysiak et al., 2020).

A positive politeness strategy was also applied to make a request for giving an instruction to the students. It was demonstrated in the instances *Speak up, Nike, please*. (PS 01/6) *Speak louder, Yani*. (PS 06/48), *Finish, Salsa?* (PS 01/8). The cases reveal that the speakers' imposition was minimized as well as imperative force was softened by changing an imperative utterance into request form. According to (Brown & Levinson, 1987), the speakers attempt to make the difference of power relation be smaller. The changing process was marked by the presence of politeness marker "please" and the use of honorifics "Yani, Salsa". This finding confirmed that politeness marker and honorifics are crucial to reduce the risk of face-threatening acts to the teachers' and the students' positive face in EFL teaching-learning process. However, it is different from the previous study by Darong et al (2020) who had not considered honorifics as the part of marker in the act of requesting.

The other case related to the employment of positive politeness strategy was shown through sub strategy of intensifying interest to the students' responses and answers in the classroom. It was performed by means of giving compliments and appreciation to the students. The data illustrated how the EFL teachers rewarded the students with complimentary words such as *good, perfect, very nice, great.* These adjectives were used to qualify the students' performance in the class. From the perspective of politeness strategy, the speakers attempted to satisfy the positive face wants of the

students for appreciation and compliments as well as to exaggerate interest (e.g *Can you see what I mean?)*. More importantly, such kind of positive politeness strategy can provide a positive effect toward the students'learning motivation, self-esteem, and self-efficacy(Khusnia, 2017; Nurmawati, Haryanto & Weda, 2019; Uzair-ul-hassan & Farooq, 2017). Additionally, the EFL teachers applied positive politeness strategy to attend to the students' interest and wants by asking condition 'how's life?'. In this case, it is not only a matter of interest; however, one of the roles that teachers serve is to know the students' physical and psychological state of students for learning.

In the data shown in extract 2, positive politeness strategy was concerned with the strategy of engaging speaker and hearer in the activity. The EFL teachers applied such kind of strategy to enact inclusiveness, that is involving the students in learning tasks with a good cooperation. The lexical marker "let's" (e.g. *Let's practice make an invitation* and *Let's conclude the points*) means to invite the students' engagement in completing tasks and drawing conclusions. In this case, the speakers (EFL teachers) reduced their dominant role over the students and discharged imposition on them. In this circumstance, the EFL teachers treated the students as their learning partners. It provides more benefits to the students, that is increasing attention and focus.

In EFL classroom interaction, positive politeness strategy was applied to deal with asking and giving an opinion, asking, and giving suggestion, stating approval and disapproval. These were performed by the students when practicing certain expressions with their peers. In light of asking and giving an opinion, the students were so optimistic that their peers were cooperators. To be polite, the students constructed an interrogative sentence with the verb "think" and modals "should, could, may" and the phrase "it's better". By so doing, the speakers attempted to conduct face-saving acts to the hearers' positive face. Aside from that, the speakers lowered the effect of imposition by offering the possibility to the hearers for opinion and suggestion delivered. Meanwhile, to show agreement to the teachers and the students, the sub strategy of positive politeness strategy used is responding "yes" in an outright way. It was due to the students' knowledge and understanding of the topic being talked about. However, to avoid disagreement in the students' utterances, token disagreement was opted for to avoid downgrading the positive face of the hearer. In this case, the student' s utterance begins with exaggerated expression "It sounds good, but…" The speaker indicated such a superficial agreement that he pretended to agree with the idea. This positive politeness strategy is categorized into a twisting utterance (Brown & Levinson, 1987).

Negative Politeness Strategy

Negative politeness strategy is, by comparison, different from positive politeness strategy. As Brown & Levinson (1987, p. 129) contended that negative politeness strategy addresses "redressive action" to the hearer's negative face for freedom and unhindered attention. Based on the data analysis, the use of negative politeness strategy is displayed in the following matrix.

Table 3. The realization of negative politeness strategy

Teachers' Utterances	**Students' Utterances**
Good morning, students (NPS 04/12) *when you accept an invitation, use the expression* *But when you refuse or decline an invitation, say "no, thank you". (NPS 01/5)*	*Good morning, Sir (NPS 01/1)* *present, sir…. absent, sir* (PS 01/2) *Good morning, Sir*. (NPS 02/7) *Good morning, Sir. (NPS 03/11)* *Yes, thank you very much". (NPS 01/4)*

Come here, please? (NPS 01/6) *Sit down, please*. (NPS 02/8) *Each group will present the type of conditional sentence*. *(NPS 04/13)* *Please listen to the group (NPS 04/14)* *Silent*, *please? (NPS 04/16)* *Good morning*, *students*. (NPS 05/17) *can you give more examples of invitation? (NPS 05/19)* *well, students, submit your text on Google classroom*. (NPS 05/22) *Please sit in a group*. (NPS 06/28) *Have a seat, please*. (NPS 09/44) *Please tell your friends*. (NPS 06/24) *Can you pass the boardmarker?* (NPS 07/37) *Please* speak louder. (NPS 08/40)	*Yes, sir*. (NPS 06/25) *For me, I can understand more about tenses. (NPS 07/38) For me, I can express something that is unrealistic, or very unlikely to happen*. (NPS 07/39)

As shown in the data of extract 3, negative politeness strategy was applied for instructional goals such as managing the class, directing the students to task completion, and addressing mutual respect. Those were conveyed by means of negative politeness sub strategies, namely question, hedge, minimize imposition, and give deference. Although teachers have more power than students in the classroom, they cannot easily actualise it. For instance, giving an instruction to the students always changes along with the classroom situation. Based on the data analysis, the EFL teachers employed the strategy of minimizing imposition in managing and instructing the students. In classroom management, the EFL teachers used verb and adjective with the insertion of the polite marker "please" (e.g. *Please listen to the group (NPS 04/14)***,** *silent, please? (NPS 04/16).* The speakers attempted to soften imperative force, while reducing the threat of the hearers' negative face.

The other data yield that The EFL teachers utilized questions to turn imperative sentence into request. It directed the student to do something in a delicate manner as the speaker intended to. The instance is seen in the data "can you pass the boardmarker?" The directive force was weakened as compared to "pass the boardmarker", which is stronger. In this context, the EFL teacher considered the students as their learning partner. On the other hand, the students employed giving deference to their teachers because of higher status and asymmetrical power relation. Therefore, they used formal address form "sir" when greeting and responding to the teachers'question. In addition to the existing sub strategies of negative Politeness, hedging was identified in the data. The EFL teachers hedged their order by making complex sentence as in the data "when you accept an invitation, use the expression**,** but when you refuse or decline an invitation, say "no, thank you"(NPS 01/5).

Politeness Maxims

The realization of Politeness is related to politeness maxims. The results of the data analysis revealed that in EFL teaching-learning context several politeness maxims were used by EFL teachers and the students. Those are tact maxim, maxim of sympathy, maxim of approbation, maxim of agreement. The category is based on the theory of politeness maxim suggested by (Leech, 1983). First, tact maxim is characterised by addressing low value (benefit) to speaker's want. In classroom interaction, EFL teachers applied tact maxim in giving instruction, making request, and suggesting. In the case of instruction (command), the EFL teachers directed the students to complete some tasks, follow procedures, getting focus and increasing attention. The request was considered to mitigate the threat of the students' negative face. In giving suggestion, the students employed questions with modals, while the EFL teachers used declarative sentence.

Second, the maxim of approbation is indicated by giving high value to hearers' quality. In this case, the EFL teachers expressed their compliments to the students for a good performance and accurate responses or answers. The maxim was designated in qualitative and expressive words like "perfect, great job" that affected the students' motivation, self-esteem, and self-efficacy. By applying approbation maxim, the EFL teachers enhanced the students' engagement in classroom interaction and provided positive effect to learning achievement. Additionally, maxim of approbation dealt with how speaker and hear show a mutual respect. The EFL teachers were highly appreciated and respected by the students because of higher status and different power relations. The students used formal address form "Sir" (honorific) in favor of gratitude.

Third, the maxim of agreement is giving high values to the hearer's opinion. It was observed in the students' utterances when responding to the teachers' questions and explanation. The utterance "yes" means agreement to the opinion in context. Likewise, the teachers also agreed to the students' opinion using the response "yes, you are right". In this case, both teachers and students stated their agreement explicitly and directly. Conversely, the students disagreed with their peers' opinion indirectly by giving reason. This is to avoid damaging the positive face of the hearer.

Fourth, the maxim of sympathy is giving high value to the hearer's feelings and condition. It was seen when the EFL teachers and the students were exchanging greetings at the beginning of the lesson. The utterances touched on the emotional aspect and conditional state of the participants. More particularly, showing sympathy directly drives and affects the students psychologically.

4. Conclusion

Politeness is a crucial aspect in communication that varies from one context to another context. In EFL instruction at high schools, Politeness was realized in different strategies. Based on the results of data analysis, three types of politeness strategy were applied including bald-on record strategy, positive politeness strategy, and negative politeness strategy. However, off-the record politeness strategy was unapplicable to avoid ambiguity and misinterpretation of the speakers'intention. These politeness strategies were applied to achieve instructional goals such as managing, directing, focusing, understanding the materials, and most notably to create a positive and effective classroom interaction. The application of politeness strategies was constrained by four maxims; the tact of maxim, maxim of agreement, maxim of approbation, and maxim of agreement. The findings revealed in this study have implications for understanding and exploring Politeness in EFL instruction in Indonesia. Therefore, further studies are necessary to investigate other aspects of Politeness in conjunction to approaches and methods in EFL teaching-learning context.

Acknowledgements

I would like to thank all the parties and professional editors who have contributed so that this manuscript can be published.

References

Agustina, S., & Cahyono, B. Y. (2016). Politeness and Power Relation in EFL Classroom Interaction: A Study on Indonesian Learners and Lecturers. *International Journal of Language and Linguistics*, *3*(2), 92–100. www.ijllnet.com

Ariani, M., Basthomi, Y., & Prayogo, J. A. (2021). the Role of Pragmatic Socialization in Building Learners ' Pragmatic Competence from English Teachers ' Perspectives. *Pegem Journal of Education and Instruction*, *11*(4), 197–208. https://doi.org/10.47750/pegegog.11.04.19

Betti, M. J. (2020). Politeness and Face Threatening Acts in Iraqi EFL learners ' Conversations Politeness and Face Threatening Acts in Iraqi EFL learners ' Conversations. *Glossa a Journal of General Linguistics*, *3 (8)*(October), 221–233.

Bjørndal, C. R. P. (2020). Student teachers' responses to critical mentor feedback: A study of face-saving strategies in teaching placements. *Teaching and Teacher Education*, *91*, 103047. https://doi.org/10.1016/j.tate.2020.103047

Brown, Penelope & Levinson, S. C. (1987). *Politeness: Some Universals in Language Usage*. Cambridge University Press. https://doi.org/10.2307/3587263

Darong, H. C., Kadarisman, A. E., Basthomi, Y., & Info, A. (2020). Politeness Markers In Teachers' Request In Classroom Interaction. *NOBEL*, *11*(2), 217–233. https://doi.org/10.15642/NOBEL.2020.11.2.217-233

Febriansyah, Riyan, Munir, Ahmad, Anam, Syafi'ul, Setiawan, S. (2021). The Power of Politeness Strategies in EFL Student-Teacher Interaction : Teacher ' s Gender Perspective. *IJET*, *10*(2), 126–135.

Fitriyani, S., & Andriyanti, E. (2020). Teacher and Students' Politeness Strategies in EFL Classroom Interactions. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *4*(2), 259. https://doi.org/10.21093/ijeltal.v4i2.473

Hamrakulova, G. (2020). Politeness theory in language. *Mental Enlightenment Scientific-Methodological …*. https://uzjournals.edu.uz/tziuj/vol2020/iss2/17/

Khusnia, A. N. (2017). Politeness Strategies in EFL Classroom: An Effect on building A Positive Values towards Students. *Atlantis Press*, *109*(Aecon), 32–35. https://doi.org/10.2991/aecon-17.2017.8

Lakoff, Robin T. and Ide, S. (2005). *Broadening the Horizon of Linguistic Politeness* (139th ed.). John Benjamins.

Leech, G. (2014). *The pragmatics of Politeness*. Oxford : Oxford University.

Leech, G. N. (1983). *Principles of Pragmatics* (First). New York : Longman Group.

Levinson, S. C. (1983). *Pragmatics* (First edit). Cambridge University.

Locher, M. A., & Watts, R. J. (2005). Politeness theory and relational work. *Journal of Politeness Research*, *1*(1), 9–33. https://doi.org/10.1515/jplr.2005.1.1.9

Mahmud, M. (2019). The use of politeness strategies in the classroom context by English university students. *Indonesian Journal of Applied Linguistics*, *8*(3), 597–606. https://doi.org/10.17509/ijal.v8i3.15258

Megaiab, M., Wijana, I. D. P., & Munandar, A. (2019). Politeness Strategies of Request Used between Libyan Students and their Lecturers Using English as a Foreign Language. *International Journal of Linguistics, Literature and Translation*, *2*(4), 203–212. https://doi.org/10.32996/ijllt.2019.2.4.20

Miles, Matthew B, Huberman, Michael A, & Saldana, J. (2014). Qualitative Data Analysis: A Methods Sourcebook. In *SAGE* (Third). SAGE Publication.

Nurmawati, Haryanto & Weda, S. (2019). An Analysis of Positive Politeness Strategies to Promote Effective Interaction in the Classroom. *ELS Journal on Interdisciplinary Studies on Humanities*,

2(2), 171–181.
Rahayuningsih, D., Saleh, M., & Fitriati, S. W. (2019). The realization of politeness strategies in EFL teacher-students classroom interaction. *English Education Journal*, *10*(1), 85–93.
Shields-Lysiak, L. K., Boyd, M. P., Iorio, J. P., & Vasquez, C. R. (2020). Classroom greetings: More than a simple hello. *Iranian Journal of Language Teaching Research*, *8*(3), 41–56.
Uzair-ul-hassan, M., & Farooq, M. S. (2017). Teachers ' Politeness as a Predictor of Students ' Self-esteem and Academic Performance. *Bulletin of Education and Research*, *39*(1), 229–243.
Yrisarry, N., Neuberger, L. &, & Miller, A. N. (2019). Instructor Response to Uncivil Behaviors in the Classroom : An Application of Politeness Theory. *Journal of the Scholarship of Teaching and Learning*, *19*(4), 32–42. https://doi.org/10.14434/josotl.v19i4.24505