

POLITENESS STRATEGIES BETWEEN ASIAN STUDENTS AND AN INDONESIAN TEACHER IN ENGLISH-AS-A-FOREIGN LANGUAGE INTERACTIONS

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Abstract

The use of politeness by teachers and students in classroom interactions is one of the pragmatics subjects that have drawn a lot of attention. Although considered under-researched, politeness remains one of the most interesting topics, including in Indonesia. This study investigates the politeness strategies used by students from different countries during the learning process with a native Indonesian tutor. A mixed-method approach was used: qualitative method mainly described the politeness strategies, meanwhile a quantitative approach was used to determine the distribution of each type of strategy. The participant was one English teacher, an Indonesian native speaker, and nine students from three different countries, i.e., China, India, and Indonesia. Data collection was conducted using video recordings, followed by a structured process of analysis which involved transcription of the recorded interactions, coding key linguistic and behavioral elements, classifying them based on identified themes, and conducting a detailed analysis. The findings showed that only three politeness strategies were employed within the teacher-student interaction, i.e., *Bald on Record*, *Positive Politeness*, and *Negative Politeness*. Meanwhile, *the Off-Record* strategy was not used, possibly due to the need for direct and clear communication in the classroom setting, where avoiding ambiguity is crucial for effective instruction and language learning. The study suggests that teachers and students can use the study's findings as a reference to enhance their interactions.

Keywords: *bald on record, negative politeness, off-record politeness, positive politeness, student-teacher interaction*

Introduction

A key element for English as a Foreign Language (EFL) learners, particularly in education, is active participation in teaching and learning processes. Language is used to facilitate communication between teachers and students during the teaching and learning process (Adel et al., 2016). Although language structures remain the same, their use in communication serves various purposes depending on the contexts. In this case, grasping the relationship between what is said and what is understood in

spoken and written conversation depends on an understanding of how language acts in context. This happens because effective communication in a foreign language depends not only on linguistic knowledge but also on socio-cultural, interactional, and strategic competencies (Harkusha, 2024; Shaik, 2024). As a matter of fact, it is asserted that a foreign language learner should possess communicative competence (Senowarsito, 2013).

The use of politeness by teachers in classroom interactions has drawn a lot of attention. In all social discourses and language learning activities, politeness serves as a foundation for preventing conflicts, as a means of demonstrating respect, and as a means to facilitate the English learning process. This happens since learning the fundamental grammar principles and putting them to use in coherent sentences, phrases, or utterances cannot be regarded as the primary method of learning a language (Mahmud, 2019). Effective communication can sometimes be hindered by a mismatch between the speaker's intended message and the listener's understanding. Teachers and students often have different communication styles, which may lead to misunderstandings. Politeness strategies help prevent these misunderstandings and protect each other's public self-image, facilitating smoother classroom interactions. By employing these strategies, teachers can prevent misunderstandings that might damage each other's reputations and foster a positive classroom environment, ultimately facilitating a smoother language learning experience for students. In addition to teaching us the value of communication skills, it also instils moral principles (Sembiring & Sianturi, 2019).

Numerous scholars have offered their definitions of politeness. Geertz (1976), in his study on the Javanese community in Indonesia, referred to politeness as something that someone surrounds other people with "a wall of behavioral". The Politeness hypothesis is further developed by another scholar, i.e., Kasper and Blum-Kulka (1993), who takes into account the customs and scripts of a given culture. Additionally, Watts et al., (2005) asserts that rather than specific verbal forms, politeness is significantly influenced by the relationship between behavior and appropriateness convention. The idea of "face" was used by Brown and Levinson (1987) to present their suggestion for politeness strategies. In this context, the face can be viewed as a representation of how one perceives themselves within a social

context. The politeness approach was categorized into five types: 1) *Bald-on-Record* strategy, which involves direct communication, 2) using *Positive Politeness* to perform speech acts that align with a positive self-image, and 3) using *Negative Politeness* to perform speech acts that align with a negative self-image, 4) acting in an indirect manner or conducting no speech acts (*Off-Record Politeness strategy*), and 5) not saying anything at all (do not do the FTA/*Face Threatening Acts*). In connection to the factors that influence the choice of approach, Brown and Levinson (1987) define the potential FTA implementation strategies.

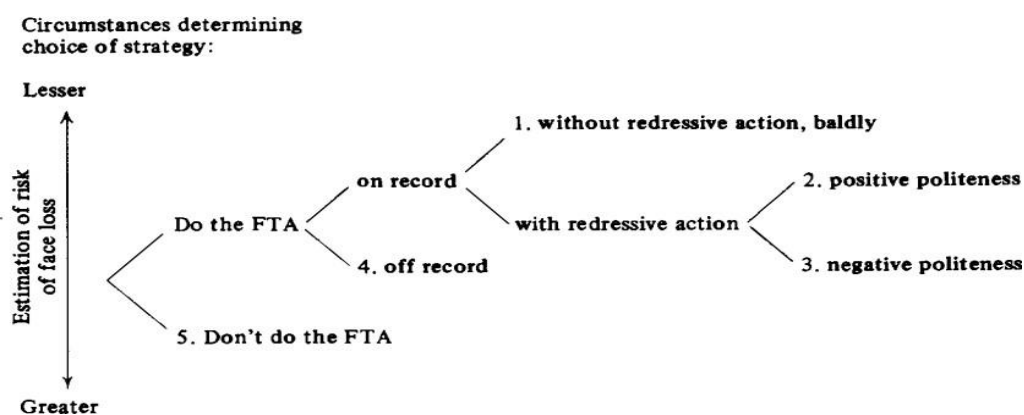


Figure 1. Possible Strategies for Doing the FTAs (Brown & Levinson, 1987)

While politeness may not be the most extensively researched subject, it still remains an interesting area of study, including in Indonesia. Politeness strategy has garnered more attention from non-educational researchers, although its exploration within educational contexts is still significant. Several studies in politeness strategies were attentive to the 4 main strategies relating to teacher-student interaction in the classroom, both formal and informal, among others (Anggraini et al., 2022; Arif et al., 2018; Fitriyani & Andriyanti, 2020; Handayani et al., 2022; Heriyawati et al., 2019; Lestari et al., 2018; Mulyono et al., 2019; Nugrahanto & Hartono, 2019; Rahayuningsih et al., 2020; Sunra et al., 2022). Although most research on politeness focuses on the four strategies, there are still some studies that focus on not all strategies, for example, among others, Erlinda (2019), Mahmud (2019), and Zulianti and Nurchurifiani (2021). In addition, the researchers above only focus on politeness strategies used by Indonesian students who have a similar culture.

It is undeniable that the teaching-learning process is very rich in interactions between teachers and students. During interactions, politeness becomes one of the important aspects in order to create good and conducive interactions between teachers and students and avoid cultural shock, which in turn supports the creation of a maximum learning process and produces maximum output. To do so, teachers must really understand the types of politeness strategies used by students during the teaching and learning process, especially when students come from different countries. By gaining insight into the various forms of politeness employed by students, it will be easier for them to establish good interactions with students from different backgrounds, and, in the end, a good teaching and learning process will also be realized. Realizing this gap, this research examines the use of politeness strategies in teacher-student interaction and focuses on one point that has not been used in previous studies, i.e., interactions carried out by Indonesian teachers and students from different countries. This study addresses a critical gap by examining cross-cultural interactions between Indonesian teachers and international students, offering valuable new insights.

Research Questions

Referring to the background of the study above, this study tries to answer the following questions:

1. What are the types of politeness strategies used by the students in teacher-student interaction during language learning?
2. How do the different types of politeness strategies used by the students influence the teacher-student interaction during language learning?

Methods

This study employed a mixed-method approach, combining descriptive qualitative analysis to identify politeness strategies and quantitative analysis to determine the frequency of each strategy based on Brown-Levinson politeness framework. A quantitative approach was used to determine the distribution of each type of strategy. The samples were one English teacher, namely an Indonesian native speaker, and 9 students, respectively, 4 Indonesian, 1 Indian, and 4 Chinese. The

interactions were recorded over two 60-minute sessions, which is deemed sufficient for data saturation, so the pattern of data output is predicted to be the same as before. Thus, data collection was stopped when data saturation was considered to have been achieved, and the researcher considered that no new data might emerge. In the data collection process, the researcher used a Video Recorder (VR) to record all oral interactions or expressions that appeared during data collection.

The following steps were taken during the examination of the data: transcription, coding, classification, analysis, and discussion. The researcher carefully listened to the recordings during the initial stage of transcription, after which the spoken conversations—which included both teacher and student utterances—were manually translated into written forms. After transcription, the data was coded using descriptive coding (Miles et al., 2014), with codes such as 'BOR' for 'Bald on Record' and 'POS 1' for 'Positive Politeness Strategy 1.' The data was then classified, analyzed, and discussed based on the four politeness strategies. The researcher classified the data after each approach, which belonged to the four types of politeness strategies, in the third stage, which was classification. The fourth stage, which corresponds to the categorizing step, is analysis. The researcher then added the scientific justification for each statement to fall into a certain category of politeness techniques after analyzing all of the data.

Findings

In this section, two different types of study findings are discussed. The first set of findings is qualitative, which depicts the strategies generated by the utterances in conversation form. The second set of findings is the quantitative ones, which give a precise breakdown of how the strategies employed in the utterances were distributed.

Qualitative Findings

The qualitative findings are provided to display excerpts from the written exchanges between the teacher and the students. These findings provide a selection of randomly chosen quotes from each type of politeness strategy, together with a detailed explanation of the scientific justifications for why these utterances are thought to include a particular politeness approach. The strategies can be seen in the

use of salutations, expressions of gratitude, address words, excuses, fillers, and colloquial language (see Table 1). Then, a detailed analysis is explained.

Results of *Bald on Record Strategy*

(Excerpt 1. BOR)

An interaction between an Indonesian teacher and a Chinese student

Student: I don't know. I think all fruits.

Teacher: Oh yeaah. *Listen again*. I think it should be banana or something, but let's listen again.

(Audio is playing....)

Teacher: Yeah so he spelling is M-A-R-Y, not M-E-R-Y. I'm gonna write this one, M-A-R-Y, this one.

(Audio continuous...)

Teacher: Yeah where does she live? She lives in the jungle.

Teacher: Ailen Caely I have a question. I which part of the world the Mexico?

Student: Jungle

In this excerpt, the teacher attempts to engage her class in conversation by inspiring the students. She believed that because of her position of authority, she could direct her commands toward the students without worrying about whether the students might endanger their safety. The teacher thought she earned respect and realized that they would respond well to her ordering them around. The teacher explicitly demonstrated to the class what she was anticipating by stating, "*Listen again*." The choice to command by using the imperative can be the obvious way to do this bald on record, despite the belief that using the word "*please*" would soften the statement and the fact that it was typically employed in a rude manner.

(Excerpt 2. BOR)

An interaction between an Indonesian teacher and a Chinese student

Student: Miss, the whale is also mammals.

Teacher: Yeah. Also, what is that? I forgot chickens, they have egg and feather.

Teacher: Ailen, *mention* the animals that belong to reptiles. Lizard, what else?

Student: I don't know, worry I don't know.

Teacher: What about insect? I think spider, butterfly, what else?

Student: I don't know.

In this excerpt, the teacher exhorts herself to discover a strategy for inspiring and energizing her students to be enrolled in the interaction by being active. She demonstrated her authority over the students by asking them to mention directly and did not maintain any barrier between them. Since she needed to talk urgently, she avoided using words like “*please*”. This showed that she was confident in her student's ability to carry out his wishes, as evidenced by the fact that he did so on record.

(Excerpt 3. BOR)

An interaction between an Indonesian teacher and an Indian student

Teacher: do you know Rhesus Djenar?

Student: ***What?***

Teacher: do you know the term Rhesus? it is because the judge said that the definition of Rhesus is the yellow monkey from India

Student: Oh, I never see the yellow monkey.

Another finding regarding the *Bald-on-Record* politeness strategy is shown in excerpt 6. Students directly answer the teacher's question by using the question word “*What*” which is used to get real-time information. Even though the student is speaking in the form of a question sentence, the word “*what*” here implies that the student is telling the teacher to repeat what she said. The question is asked in a straightforward way to seek certain information, action, or confirmation. The speaker does not place much importance on softening the question or reducing aspects that are potentially face-threatening and can give a negative feel to the interaction. Asking back with this one word as a form of providing an answer can result in the interlocutor feeling disrespected. In the direct question example, the speaker lacks care and respect for the listener's autonomy, making the request in an overly pushy manner.

Results of *Positive Politeness* Strategy

In order to satisfy the hearer's positive face, Brown and Levinson (1987) presented the positive politeness strategies. The hearer wishes to have this technique chosen in order to fulfill their desires. Positive politeness suggests that the interlocutors have a common desire.

(Excerpt 1. POS 1)

An interaction between an Indonesian teacher and Indonesian students

Teacher: *Why are you wearing a mask inside the house?*

Student: Because is still time Corona

Teacher: Oh, I see. Yeah, you need to take care of your health. Yeah

Student: "Iya"

Teacher: yeah, let's start a class today. Oh, Bella, you have a new friend today in the classroom. Hello Djenar. How are you today?

In the example above, the teacher notices the student's situation by asking why the student is wearing a mask. In this way, the teacher wants to show the student that he/she pays attention to the student's situation by seeing something that attracts the teacher's attention.

(Excerpt 2. POS 12)

An interaction between an Indonesian teacher and a Chinese student

Student: Can you play back again?

Teacher: Ok... *Let's* see the number 1. What is the parrot called?

Student: No, can you start again?

Teacher: Oh ya...sure.

Student; Ok. I can answer them. All of them I can. I can get 100 points.

Teacher: Hahahahaa... For sure. *Let's* answer the number 1. What is the parrot called?

Student: The parrot is called Mary.

Through the use of the verb *let's*, the teacher also used strategy number 12 (Include both S and H in the activity) in this extract. *Let's*, which expresses his meaning that we wished to include both him and his students, is the inclusive form of we. The teacher used cooperative presumptions, giving the impression that he was resolving the face-threatening behaviors (FTAs).

(Excerpt 3. POS 10)

An interaction between an Indonesian teacher and Indonesian students

Teacher: Okay. Okay. So now our topic today. Oh yeah. Before we go to the topic, this is only for warming activity. Mm. Sellin, Linsay, Devon and Helga and Helma. Do you like English actually?

All Students: Yes, miss.

Teacher: Okay, good. Uh, I'm gonna share the screen. Hang on. There was trouble, so I use my own link. I mean the link is not from Lancar Bahasa. This is my link. So if it ends in 40 minutes, please rejoin. We will have a

class for an hour. *I will share the new link again for next week. Okay.*
Lesson one. Okay. So here's the screen.

Using approach number 10, the teacher in this excerpt attempted to appease her students' happy faces by making an offer or a promise. Given that this statement was made just before the program was to end and the context where the teacher was attempting to pique the students' interest. Her decision to construct a promise rather than an offer would be advantageous since the students would become more motivated if they knew they would be listening to a song at the next meeting. This rekindled motivation and made clear how the students felt. Instead, the teacher was able to convey invisibly that she understood what the students desired and would work to make it happen.

Results of Negative Politeness Strategy

The study results indicated that negative politeness was utilized less often than the bald on record and positive politeness strategies. This could be attributed to the teacher's control over the communication. Additionally, the teacher's authority enabled them to be more in their speech. By dominating the conversation, the teacher could express their message openly and unequivocally.

(Excerpt 4. NEG 1)

An interaction between an Indonesian teacher and a Chinese student

Student: *Can you play back again?*

Teacher: Ok... Let's see the number 1. What is the parrot called?

Student: No, can you start again?

Teacher: Oh ya...sure.

Student Ok. I can answer them. All of them I can. I can get 100 points.

Teacher: Hahahahaa... For sure. Let's answer the number 1. What is the parrot called?

The first negative politeness tactic was used in this instance, and it can be formed into easily understood indirect speech acts by asking whether the teacher (the Hearer) can playback again or not or by declaring that the speaker (the Speaker) wishes the Hearer to playback. In some contexts, this has been so conventionalized that the listener may understand what is being said without any question, i.e., an expression that has been used before. In reality, they may be syntactically designated

so that they lose their literal meanings or direct illocutionary force if they have propositional content that is the same as the act they indirectly perform. The above query is a legitimate request for information. To what extent, though, is a request reading likely to depend on the terms used to describe the nature of the activity in which the utterance is situated?

(Excerpt 5. NEG 4)

An interaction between an Indonesian teacher and an Indonesian student

Teacher: You can *just* write the answer, Bella. Number one is the chair. Okay. Number two.

Student: Book

Teacher: Good job. Open your book. What about number three?

Student: I don't know in number three,

Teacher: You don't know. Okay. I will show you the clue, this one, the green one on the shoulder. You can choose the answer here, Bella. Choose one of the words as the answer.

In this excerpt, the teacher just illustrated their separation and relative strength, which led the students to assume the burden. In this instance, the teacher assumed she was the actual example to be taken into consideration and attempted to correlate what teachers often do to their students. If she insisted on refraining from using *just*, the level of imposition on the students would stay high. This word hinted, in part, at the sincerity and worries the teacher was feeling regarding the futures of the students. The teacher, in this instance, used the term *just* to allude to precisely, which clearly demonstrated how important her intended meaning was. The FTA for the students was specifically intended to be limited by this.

Results of *Off-Record Strategy*

Unfortunately, no off-record strategy was found in the interaction. The absence of the off-record politeness strategy in the interaction could suggest that both the teacher and students relied on more direct or explicit forms of communication. This may reflect a classroom environment where clarity is prioritized to avoid misunderstandings, especially in language learning.

Quantitative Findings

Table 1 - Types of Politeness Strategies Employed in the Interaction

No	Types of Politeness Strategies	Data Coding	<i>f</i>				Σf (<i>f</i> 1+ <i>f</i> 2)	Σf %
			Teacher (<i>f</i> 1)	<i>f</i> 1 %	Student (<i>f</i> 2)	<i>f</i> 2 %		
1	Bald on Record	BOR	98	51.1	5	11.3	103	43.7
2	Positive Politeness	POS	78	40.6	27	61.3	105	44.5
3	Negative Politeness	NEG	16	8.3	12	27,4	28	11.8
4	Off-Record	OFF	0	0	0	0	0	0
Total			192	100	44	100	236	100

According to Table 1, 236 utterances were created that contained politeness strategies, some of which were part of 192 teacher utterances, which dominate when compared to strategies produced by students. There were roughly four times as many assertions as there were student-produced remarks. This occurred as a result of the teacher's apparent increased dominance in providing the languages during class sessions. However, it was discovered that students tended to position themselves in more passive situations. They produced only 44 utterances during the two meetings. Considering that the two meetings lasted for around 120 minutes, this was clearly the fewest words spoken.

Table 2 – Positive Politeness Strategies Employed in the Interaction

No	Data Coding	Strategies	Teacher (<i>f</i> 1)	<i>f</i> 1 %	Student (<i>f</i> 2)	<i>f</i> 2 %	Σf (<i>f</i> 1+ <i>f</i> 2)	Σf Percent age (%)
1	POS 1	Notice, attend toH	13	16.7	4	14.8	17	16.2
2	POS 2	Exaggerate	0	0	0	0	0	0
3	POS 3	Intensify Interestto the Hearer	0	0	0	0	0	0
4	POS 4	Use in-group Identity Markers	14	17.9	11	40.8	25	23.8
5	POS 5	Seek Agreement	25	32.05	5	18.5	30	28.6
6	POS 6	Avoid Disagreement	3	3.9	4	14.8	7	6.7

7	POS 7	Presuppose/Raise/Assert Common Ground	0	0	0	0	0	0
8	POS 8	Joke	0	0	0	0	0	0
9	POS 9	Assert or Presuppose the Speaker's Knowledge of and Concern for the Hearer's Wants	0	0	0	0	0	0
10	POS 10	Offer, Promise	4	5.2	0	0	4	3.9
11	POS 11	Be Optimistic	0	0	0	0	0	0
12	POS 12	Include Both Speaker and Hearer in the Activity	13	16.7	3	11.1	16	15.3
13	POS 13	Give (or Ask for) Reason	0	0	0	0	0	0
14	POS 14	Assume of Assert Reciprocity	0	0	0	0	0	0
15	POS 15	Give Gifts to H	6	7.7	0	0	6	5.7
Total			78	100%	27	100%	105	100%

These research findings (as shown in Table 4.2) deal with the broad application of positive politeness and reveal that there were utterances made by both the teacher and the students that were deemed to contain the positive politeness strategies, amounting to 105 occasions. Positive politeness number 5 (Seek Agreement) was used the most frequently in these statements. 30 remarks from both sources or 28.6%, contained this strategy. The fourth strategy, "Use in-group identity markers," was employed by both parties in 25 of their statements (23.8%), making it the second most popular strategy. Meanwhile, strategy number 10 (Offer or Promise) was found to be the least frequently employed in the interaction. This strategy was only used four times by the teacher, but none of which by the students, which was equal to 3.9%. Furthermore, the research findings in Table 4.2 also show that there were eight positive politeness strategies that were not used even once. These were the strategies number 2 (Exaggerate), number 3 (Intensify interest to the Hearer), number 7 (Presuppose/Raise/Assert Common Ground), number 8 (Joke), number 9 (Assert or Presuppose the Speaker's Knowledge of and Concern for the Hearer's Wants),

number 11 (Be optimistic), number 13 (Give or ask for reason), and number 14 (Assume of Assert Reciprocity).

Table 3 – Negative Politeness Strategies Employed in the Interaction

No	Data Coding	Strategies	Teacher (f1)	f1 %	Student (f2)	f2 %	$\sum f$ (f1+f2)	$\sum f$ Percentage (%)
1	NEG 1	Be conventionally indirect	7	43.75	4	33.3	11	39.3
2	NEG 2	Question, Hedge	3	18.75	6	50	9	32.1
3	NEG 3	Be Pessimistic	0	0	0	0	0	0
4	NEG 4	Minimize the Imposition	0	0	0	0	0	0
5	NEG 5	Give deference	4	25	0	0	4	14.3
6	NEG 6	Apologize	2	12.5	2	16.7	4	14.3
7	NEG 7	Impersonalize S and H	0	0	0	0	0	0
8	NEG 8	State the FTA as a general rule	0	0	0	0	0	0
9	NEG 9	Nominalize	0	0	0	0	0	0
10	NEG 10	Go on record as incurring a debt, or as not indebting H	0	0	0	0	0	0
Total			16	100%	12	100%	28	100%

The research findings, which are displayed in Table 3, show how many students and teachers use negative politeness strategies in their interactions. According to the table, 28 statements made by both parties contained negative politeness techniques. Based on these results, it can be concluded that the interaction was most often conducted using negative politeness number 1 (Be conventionally indirect), which was used 11 times, or 39.3%. It accounted for nearly half of the total number of utterances made. According to the findings as depicted in Table 3, method number 2 (Question, Hedge) was the interaction's second-most-frequently employed tactic. This strategy was used 9 times, or 32.1%. Further, two strategies, namely strategy number 5 (Give deference) and strategy number 6 (Apologies), were all used

on the same occasions, namely 4 times each, which is equal to 14.3%, respectively.

However, Table 3 also depicts that out of 10 negative politeness strategies, there were 6 strategies that were used on zero occasions, namely strategies number 3 (Be pessimistic), number 4 (Minimize the imposition), number 7 (Impersonalize S and H), number 8 (State the FTA as a general rule), number 9 (Nominalize), and strategy number 10 (Go on record as incurring a debt, or as not indebting H).

Table 4 – Off-Record Strategies Employed in the Interaction

No	Data Coding	Strategies	Teacher (f1)	f1 %	Student (f2)	f2 %	Σf (f1+f2)	Σf Percentage (%)
1	OFF 1	Give Hints	-	-	-	-	-	-
2	OFF 2	Give Association Clues	-	-	-	-	-	-
3	OFF 3	Presuppose	-	-	-	-	-	-
4	OFF 4	Understate	-	-	-	-	-	-
5	OFF 5	Overstate	-	-	-	-	-	-
6	OFF 6	Use Tautologies	-	-	-	-	-	-
7	OFF 7	Use Contradictions	-	-	-	-	-	-
8	OFF 8	Be Ironic	-	-	-	-	-	-
9	OFF 9	Use Metaphors	-	-	-	-	-	-
10	OFF 10	Use Rhetorical Questions	-	-	-	-	-	-
11	OFF 11	Be Ambiguous	-	-	-	-	-	-
12	OFF 12	Be Vague	-	-	-	-	-	-
13	OFF 13	Over-generalize	-	-	-	-	-	-
14	OFF 14	Displace H (the Hearer)	-	-	-	-	-	-
15	OFF 15	Be Incomplete, Use Ellipsis	-	-	-	-	-	-
Total			0	0%	0	0%	0	0%

No off-record strategies were employed within the interaction.

Discussion

These research results indicate that there were just 12 strategies used during the conversation. To sum up, the research findings of this research used fewer strategies than the whole range of strategies suggested by Brown and Levinson

(1987). It was thought that the way the data became saturated was related to the use of less of the aforementioned politeness strategies. Regarding data saturation, the researcher thought that even if the data-gathering process was carried out over a longer period of time than this particular investigation, it was anticipated that no new data would be discovered. This might have occurred for one or more of the causes listed below.

The teacher's power in producing language, or words or expressions, throughout the engagement was cited as the first potential explanation. The teacher's language production, which included the politeness strategies, was almost four times more than the pupils' language production, as was previously noted in the previous chapter. The homogeneity of the employed politeness strategies may have been a consequence of this dominance (Senowarsito, 2013). In this study, the teacher's dominance in language production was partially a result of his efforts to maintain control over the pupils, i.e., to establish her authority as a teacher. As a result, her students had to have shown a great deal of respect for or attention to his words.

The students were forced to adopt a more passive posture by this circumstance. Through the use of certain invitational and motivating language, the teacher attempted to break this group of pupils out of their passivity, but she was unsuccessful in getting them to become more engaged in the conversation (Aeni, 2019). Only sometimes did the students ask the questions; more often, they opted to wait and answer the teacher's question simply and without making an effort to elaborate in order to appear more engaged.

The use of bald-on-record had a direct effect on the teacher's authority in creating language, using politeness methods, and maintaining power (Sudeni, 2022). The results of the study demonstrated that the teacher used the bald-on-record strategies most frequently when providing instructions, requesting involvement from the class, and offering guidance. The teacher tended to use the imperative or "ordering" words the most frequently during each data collection. It was anticipated that the teacher would employ these authoritative statements, among others, whenever he encountered a scenario involving the students' motivation and activity.

The second most often used positive politeness, urging pupils to participate by requesting their consent, likewise demonstrated the teacher's power. The teacher was

observed raising planned questions that were meant to elicit agreement from both parties regularly in order to encourage student participation (Yusuf & Anwar, 2019). Despite the longer period of data gathering, this regularly occurred and was expected to seem similar. Thus, data saturation would be attained quickly.

The teacher's use of expressions to warm up or soften his directions may have contributed to the saturation of the research findings. The expression "Please" was used to accomplish this. It was anticipated that the word "please" would be used just as frequently as it was during the previous data collection. According to the data collection that was done by video recording, the teacher never used any other words or phrases besides please, and she rarely used would or could. This might occur due to the teacher's awareness of the need to avoid imposing himself on the class or because his limited vocabulary made it the most natural expression to employ. It was expected that this might be the normal potential in softening her directives based on how frequently this expression was used.

Another interesting discovery was how the research findings—particularly in bald on-record employment—almost entirely revolved around the usage of imperative words. The teacher used this statement to encourage students to be more engaged while collecting data via video recording. The teacher's predilection for using this expression suggested that she had trouble getting the pupils to participate or that she thought it was the simplest way to get them interested in the conversation (Zakaria et al., 2022). Thus, it was anticipated that using this statement would aid the teacher in inviting this engagement more swiftly and efficiently. It was anticipated that the teacher might use this term as frequently as in the previous section, depending on how the data satisfied the saturation.

The close proximity of the teacher and the students may have contributed to the saturation of the data (Sudirman, 2018). The usual result of this short or close proximity was the desire for directness in the expression. Due to this, there was a remote chance that both sides would use the off-the-record method. However, no off-record strategies were employed. Therefore, even though the period of data collection was extended, it was projected that this method would not manifest in a more typical manner. Students' and teachers' ignorance of the existence of politeness techniques in communications is another reason the data may have become saturated rather fast. As

a result, there were quite a few repeats and an inability to select the better phrases, expressions, or utterances.

Furthermore, the uniformity of the word choices was the main cause of the data saturation, according to the research findings and what the researcher had noticed during the data collection. This was discovered through the teacher's consistent use of imperative expressions and similar, as well as through some frequent structured questions to encourage student participation. In conclusion, using all politeness strategies in the Indonesian environment, particularly under the academic spotlight that posed the teacher-student interaction, would be relatively difficult to attain due to some of the underlying elements that made the data saturated. Any study designed to look at the emergence of 41 strategies would be challenging to carry out.

If we look further into the results of this research, when compared with some of the research results mentioned earlier, it can be concluded that the results of this research are different from most of the previous studies. In this case, the results of previous studies mostly mention that the 4 strategies (bald on record, positive politeness, negative politeness, and off-record) are all used in an interactional context, among others (Anggraini et al., 2022; Arif et al., 2018; Fitriyani & Andriyanti, 2020; Handayani et al., 2022; Heriyawati et al., 2019; Lestari et al., 2018; Mulyono et al., 2019; Nugrahanto & Hartono, 2019; Rahayuningsih et al., 2020; Sunra et al., 2022).

Furthermore, it is also different from research that only focuses on positive politeness and negative politeness, including research by Erlinda (2019), Hastuti and Wijayanto (2020), Mahmud (2019), Zulianti and Nurchurifiani (2021). However, this research was similar to the results from Widana et al., (2018), which found that of the four politeness strategies proposed by Brown and Levinson, (1987), only three are used in interaction, namely Bald on Record, Positive Politeness, and Negative politeness. Meanwhile, Off-record strategy was not used at all in the context of the interaction.

To conclude, teachers and learners of English may use the results of this research to deal with the strategies to be employed when conducting a conversation. In an effort to foster sound classroom engagement, teachers and students may utilize

the study's findings as guidance. On the other hand, theoretically, this research still failed to figure out whether or not there is a new politeness strategy that is not covered by the overall 41 politeness strategies proposed by Brown and Levinson (1987). As mentioned previously, only 12 politeness strategies were employed within the interaction.

Conclusion

This research looked into whether interactions between teachers and students involved the politeness strategies suggested by Brown and Levinson (1987). According to the research's findings, the teacher and the students used three out of four types of politeness strategies in their interactions: *the Bald On-Record*, *the Positive Politeness*, and *the Negative Politeness*, while *the Off-Record Strategy* was left behind. The research's findings also revealed that positive politeness was the technique that was utilized in interactions the most frequently, followed by the usage of bald on record, negative politeness. The main driver of preferences for utilizing a particular method was thought to be the teacher's close proximity to the students.

However, the research's findings showed that only 12 of the 41 sub-strategies put forth by Brown and Levinson (1987) were actually used. The teacher's domination, the students' passivity, and their pupils' limited vocabulary mastery—factors that contributed to the homogeneity of word choice—were some of the underlying causes of this. As a result, the strategies selected tended to seem similar. The homogeneity caused the data to quickly become saturated. Additionally, the research's findings revealed that fewer methods were used in this study than in Brown and Levinson's theory of politeness (1987).

Implications of this research can be drawn where, in the context of language learning within an English as a Foreign Language (EFL) classroom, effective communication between teachers and students is crucial. Teachers can utilize politeness strategies to foster a conducive learning environment. The bald-on-record strategy, which involves straightforward and unambiguous communication, can be used when giving commands or instructions. This approach minimizes ambiguity, allowing students to understand the expectations clearly; thus, it is frequently used for efficient classroom management (Fitriyani & Andriyanti, 2020). For instance, when a teacher needs to get students' attention quickly, they might say, "*Listen up!*"

or "*Please open your books to page ten.*" This approach minimizes ambiguity, ensuring that students understand the expectation without unnecessary elaboration, which can be critical in time-sensitive contexts.

Positive politeness strategies, on the other hand, aim to build rapport and emphasize friendliness. Teachers can employ this strategy by expressing appreciation for students' efforts or by using inclusive language, which makes the classroom atmosphere supportive and motivating. For instance, praising students or acknowledging their contributions can enhance their personal investment in the learning process by saying, "*You did a great job on that presentation!*" (Suwarni & Bestari, 2022).

Conversely, negative politeness strategies can help mitigate the imposition of commands or requests, making them more palatable for students. Teachers can frame requests in a way that acknowledges the students' autonomy, such as, "*If you find it convenient, could you please hand in your homework?*" This respectful approach encourages students to respond positively without feeling pressured (Sembiring et al., 2023). Together, the strategies above can create a balanced interaction where students feel valued and respected, leading to a more effective and engaging language learning experience.

Limitation and Suggestion

This study highlights the significant role of politeness strategies in fostering positive classroom interactions between teachers and students. Despite its limitations, such as focusing on one teacher and lacking a comparison of diverse native speakers, the findings offer valuable insights into how communication strategies can enhance the learning environment. This limits the researcher from comparing models of politeness strategies used between teachers and students from different native language backgrounds. Recognizing this, future researchers may use the findings of the current research to design and carry out a study from more diverse perspectives. Despite the fact that there is less research on politeness methods than on other educational issues, particularly in relation to the pedagogical context in Indonesia, politeness strategies can still be an intriguing topic. Future research should expand on these findings by comparing politeness strategies

between native and non-native teachers and students to explore how language competence influences communication and to deepen our understanding of how language proficiency and cultural differences influence the use of politeness strategies in EFL settings. Additionally, since there are certain distinctions between native speakers and non-native speakers, notably in word choices, this may turn into a more fascinating topic of conversation. This research could determine whether variations in language proficiency influence the application of politeness strategies during interactions.

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