

Politeness Strategies in an Indonesian Graduate EFL Classroom

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Abstract

In teaching English as a foreign language, politeness has become a major issue. It is regarded as one way to maintain effective classroom interaction. This research aims to analyse the types of politeness strategies used by University Graduate Students in Indonesian EFL Classroom and factors influencing politeness strategies by University Graduate Students in Indonesian EFL Classroom. Qualitative research methods were used in this study to analyse politeness strategies used in the discussion performed by University Graduate Students in Indonesian EFL Classroom. Data was collected through recording and observation techniques to find out more about the success of politeness strategies in speaking, especially in the discussion context. Data was taken from the University Graduate Students during teaching and learning process in the classroom. The participants studied in this research included seven people who took Language in Use course in the 1st Semester. Data analysis used Brown and Levinson (1987) theory that classified four politeness strategies. Based on the research, it was found that there are three types of politeness strategies occurred in the speech of University Graduate Students in Indonesian EFL Classroom which are shown in 26 speech data which includes four off-record, five on-record-negative politeness, and seventeen on-record-positive politeness utterances. It is also can be seen that the most dominant strategy used by University Graduate Students in Indonesian EFL Classroom was On-Record-Positive Politeness. Then, factors that influence politeness used by University Graduate Students in Indonesian EFL Classroom are payoff and relevant circumstances.

Keywords: Classroom Interaction, EFL Students, Politeness Strategy

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Introduction

Politeness is an essential aspect of human behavior and interaction. Polite behavior also includes using language to communicate, whether verbally or nonverbally. It concerns the entire attitude that has an impact on a person's life. To interact with one another, they must be courteous. Because people use politeness in their social interactions and specific contexts, as well as knowing what to say, how to say it, when to say it, and how to interact with other people, it is important to investigate (Yule, 2000). In a particular setting or group, such as classroom interaction, politeness is essential because rude behavior leads to disagreements between teachers and students. This indicates that politeness is practiced in the classroom to foster positive relationships, interpersonal communication, and ease of communication among teachers and students. Yule (2000) explains that people employ politeness to build communication harmony. To put it another way, being polite assists in avoiding conflict that may arise in daily interactions, including interactions in the classroom.

Classroom interaction can be defined as the teacher conducts some activities to ensure that the students have a good outcome at the end of the lesson. (Schwarz, 1994). In the classroom, the teacher serves as a role model, and students will imitate what the teacher taught. As a result, students and teachers should engage in effective classroom interaction. At school, most students speak rudely. Then, it is the responsibility of teachers to educate their students how to speak in a polite way, and teachers must also speak politely in front of their students to encourage them to do the same. Furthermore, communication between teachers and students will foster effective classroom interaction. Languages will be used in the classroom by the teachers and students to communicate verbally and nonverbally. So, in order to clearly communicate their ideas, they must use efficient communication techniques. Several studies have shown that teachers and students need communication strategies in the classroom to convey their ideas (Aladdin, 2012; Moazen, Kafipour, & Soori, 2016; Mahmud, 2017; Somsai & Intaraprasert, 2011; Tan, Nor, & Jaradat, 2012).

Teachers and students, who are the key participants in classroom interactions, have various ways of speaking to one another. According to Kingwell (1993), communicating involves "phrasing interests and arguments or the most effective delivery of information" in addition to "without hurting other people's feelings." This implies that in order to communicate, people will consider both the information's content and its transmission technique. Therefore, effective communication aims to not only successfully relay messages but also to foster comfortable interaction between the interlocutors, which can create intimacy and a sense of community. Politeness strategies can be employed to achieve this effective communication. However, in communication contexts such as education and classroom interaction, it also highlights the important roles of politeness. Because politeness in the context of teaching languages is thought to improve learning by creating a lively and friendly environment in the classroom, it means that establishing politeness strategies in the classroom is an effective way to achieve the effectiveness of classroom interaction.

In Indonesia, there are several studies on politeness in classroom interaction which only focus on politeness strategies between teachers and students' interaction but did not particularly focus deeply on the interaction among the English students themselves. Whereas, at the present, the interaction in teaching and learning activities in the classroom is not only carried out by the teacher and students but also by interactions between students. For example, with the development of an educational curriculum called the Independent Curriculum that carries the principle of "freedom to learn", it has an impact on changes in learning methods that are

more focused on student-centered, so learning activities carried out by involving students in discussion or presentation activities and the teachers only provides feedback at the end of the learning session. It can be seen that politeness studies that explore the strategies of English students in-depth are still limited and therefore need to be explored further.

Regarding these phenomena, politeness strategies in the classroom, particularly by EFL students, are still significant issues that need to be investigated. However, very few research has examined how EFL students' strategies for expressing politeness, particularly in university settings. This study proposed new phenomena of politeness strategies. The communication context of classroom presentations and discussions among EFL university students becomes a potential place for observing politeness strategies and as a result, provides significant advances in the politeness research, particularly politeness studies in EFL classroom interaction.

This study also referred to previous research that was very related to the topic of this research as a reference, the first study has been conducted by Rejeki and Azizah (2019) in investigating politeness strategies performed by EFL learners with English native speakers in Medical Students. The aims of the research were to find out what politeness strategies used by EFL learners when they are having a conversation with English native speakers and the factors for selecting these particular strategies. The second study had been conducted by Togatorop (2019) in examining the politeness strategies used in interactions between the banking and finance students at Murni Sadar Polytechnic Pematangsiantar. The aims of this study were to discover the most common type of politeness strategy employed by students when speaking with their friends and to identify the different types of politeness strategies. The third study has been conducted by Mahmud (2019) in investigating the use of politeness strategies in the classroom context by English university students. This study aims to explore the politeness strategies of English students at one of the universities in Makassar. The fourth study had been conducted by Surjowati (2021) in analysing the politeness strategies used by the students with regional multicultural background. This study aimed to describe the politeness strategy used by the students of Language and Science Faculty in Wijaya Kusuma Surabaya University with different regional multicultural backgrounds. The last study had been conducted by Panggabean et al. (2022) examined the politeness strategy employed by EFL students in oral presentations at Unirow Tuban. The study focused on examining politeness strategies used by the sixth semester EFL students who took the Research on ELT course.

Among those studies examined the politeness strategy used by students in EFL Classroom Interaction. Because, at the present the interaction in teaching and learning activities in the classroom face the development of an educational curriculum called the Independent Curriculum that carries the principle of "freedom to learn", it has an impact on changes in learning methods that are more focus on student-centered, so learning activities carried out by involving students in discussion or presentation activities and the teachers only provides feedback in the end of the learning session. However, this study focuses on examining politeness studies which explore deeply about the English students' strategies in presentation and discussion in the EFL Classroom specified in university level. Moreover, this study attempts to provide insight into students during the teaching and learning activities in maintaining communication with their teachers and also other students.

Based on the context of the explanation mentioned above, the study focuses on investigating how EFL students use politeness strategies in the classroom and factors that influence EFL

students to employ politeness strategy. Because the researcher believed that EFL university students who are studying English must practice some politeness strategies, this study appears to be several of both positive and negative politeness strategies theories by Brown and Levinson (1987). Therefore, the researcher conducts this research entitled “Politeness Strategies in an Indonesian Graduate EFL Classroom”.

Method

In this study, the researcher used a qualitative research design to support the research. Creswell (2012) stated that that qualitative research is employed to investigate and understand the significance that individuals or groups attribute to social human issues. The researcher attempted to confront the student’s positive and negative politeness strategies in accordance with the research objectives. In an EFL classroom, student-to-student interaction is the main focus of this study. According to Hardiana (2019), qualitative research aimed to understand a particular field. It aimed to provide an explicit description of the participants’ overall structures, orders, and patterns. So, through qualitative methods, the researcher could find out what was experienced by the subject related to this research.

In addition, while making observations, the researcher took field notes. Field notes were obtained on the students’ interactions and behavior, particularly their utterances. This research was conducted in EFL Classroom of Language in Use course in the postgraduate program at one public university in Bandung. The researcher identified the students’ positive and negative politeness strategies that could be seen during the class through observation and field notes. In addition to collecting data through observation, the researcher also recorded the entire teaching and learning process.

The participants of this study were students in EFL classroom of Language in Use course in the postgraduate program at one public university in Bandung. The participants were 7 students which were selected purposively. They were students of a Postgraduate Program and took Language in Use course where students were assigned to give a presentation and followed with discussion activities on one Language in Use cases.

In this study, observations and field notes served as the instruments, and audio recordings served as the supporting data. Researcher are involved in observing, taking notes and recording student interactions in presentation and discussion activities. Then, field notes and audio recordings were then transcribed or documented in accordance with the information gathered during the observation for data coding and data analysis.

Observation and field notes were the instruments that the researcher used for data collection as a research procedure. The procedure was carried out through several stages. First, the researcher asked for permission from the lecturer and the students consent to participate in this study on November 17th, 2022. The lecturer was also given adequate information about the study. Then, the researcher observed the students’ presentation discussion on November 24th, 2022. The researcher used a mobile phone to record the presentations. The next step is to identify and analyze the interactions in the classroom which contains of politeness utterances.

The data analysis is constructed based on the discourse analysis framework, which depends on data recording, transcription, selection, and interpretation. The definition of discourse analysis is “the study of language-in-use; the study of language used in the world, not merely

to say things, but to do things” (Gee, 2011). The data were then chosen based on the objectives of the current study, with the content based, due to the lengthy and numerous transcriptions. The information was then translated into conversational forms, where it was subsequently analyzed. Then, based on the framework of politeness strategies developed by Brown and Levinson (1987), relevant data were identified, analyzed, and discussed in order to investigate the students’ politeness strategies.

Findings and Discussion

The findings in this study discuss the result of the research questions, the researcher used the theory of politeness from Brown and Levinson (1987), so the researcher found the politeness strategies used by students in EFL classrooms, as follows:

No	Sentences	Type of Politeness Strategy	Factors Influencing Politeness Strategies	Coding
1	S1: I hope everyone, all is happy and healthy and staying safe, especially from the earthquake that happen several times this week.	Use in-group identity marker	Payoff	01/EFLCL/UIM
2	S1: And then next side, I’m sorry. Reference and inference.	Apologize	Payoff	02/ EFLCL/AP
3	Audience: Please show us this slide refers to a reference	Assert or Presuppose Speaker Knowledge of and Concern for Hearer’s Wants.	Payoff	03/ EFLCL/APS
4	S1: in my opinion for that context, before we say “open pages like 90, everything, the first thing we have to say is which book. So ya, just say to the student which book they should open. Audience: Okay so the point is, before we ask the student to open their book or to do something, we have to explain or introduce first in the beginning of our lesson. Thank you.	Seek Agreement/ Safe topics	Payoff	04/ EFLCL/SA
5	S1: S2, Welcome S2, okay because S2 is coming so let’s end this section.	Joke	Relevant circumstances (Relative power)	05/ EFLCL/JK

6	<p>Audience: S1, I wanna ask more, do you think that the relationship or the closeness between two people will inference about his reference maybe?</p> <p>S1: I think yes, the closeness will make it easier to have a successful conversation.</p>	Seek Agreement/ Safe topics	Payoff	06/ EFLCL/SA
7	<p>S1: So do you think guys that children may often use this reference more than us, and when we compare it with indirect speech, maybe we cannot implement in children, but I think maybe children use more references. Do you have an opinion in this case guys? Or do you agree with me?</p>	Seek Agreement/ Safe topics	Payoff	07/ EFLCL/SA
8	<p>Audience: I'm sorry, I'm having that trouble for understand it.</p>	Apologize	Relevant circumstances	08/ EFLCL/AP
9	<p>S1: Okay so I'll repeat. I'll make it in bahasa ya guys, <i>jadi aku merasa kalau anak-anak itu lebih sering menggunakan reference gitu ga sih, kaya itu misalnya hafid bilang "kesini aja teh, biar kehujan", mereka itu ga sadar kalau kalau misalnya org lain ga paham, tapi dia tetap menyampaikan apa yg dia maksud. Sementara di materi lain, kaya di indirect speech, kita tau kayaknya itu ga bisa diimplementasikan dengan baik oleh anak-anak gitu maksudnya.</i> Yah so, do you get the point? What's are your opinion guys? Or do you agree with me, that children are use more reference than us maybe?</p> <p>Audience: Yes I agree, in my opinion, because children are actually not really well aware in the name of something</p>	Seek Agreement/ Safe topics	Payoff	09/ EFLCL/SA
10	<p>S1: Okay class, Thank you for your time and attention, and have a good day everyone.</p>	Use in-group identity marker	Payoff	10/ EFLCL/UIM

Table 1: Politeness Strategies Used by Students in EFL Classrooms

In this section the researcher will discuss the two problem formulations in this research, namely the types of politeness strategies used by University Graduate Students in Indonesian EFL Classroom and factors influencing politeness strategies by University Graduate Students in Indonesian EFL Classroom.

Positive Politeness

The researcher found 4 positive types of politeness strategies used by the students in EFL classrooms, they are:

1) Use In-Group Identity Marker

The speaker might implicitly assert the common ground with the hearer that is carried by that description of the group by expressing in-group membership in any of innumerable ways. These include ellipses, language or dialect or slang forms, and in-group address usages. The research found 2 data of this type, as follows:

01/EFLCL/UIM

S1: Assalamu'alaikum, I hope **everyone, all** is happy and healthy and staying safe, especially from the earthquake that happen several times this week.

Audience: Waal'aikumsalam Wr, Wb.

S1: Well here I want to explain my understanding about reference and inference about pragmatics.

The opening extract above presents that the student used an in-group identity marker strategy. Address forms used to convey such in-group membership include the generic names and terms of the addressee. When the student gives a kind of greeting like "Assalamu'alaikum, I hope everyone, all is happy and healthy and staying safe, especially from the earthquake that happen several times this week". This sentence refers to all audiences in the whole class before she starts her presentation. Because greeting each other is an activity to melt an awkward atmosphere. The factor that influences the use of this strategy is Payoff. The speaker employs that politeness strategies because they can get the advantage, in this case, the speaker can minimize the FTA by assuring the listener that he/she likes the audience, hopes good things for the audience and build a good relation.

10/ EFLCL/UIM

S1: Okay **class**, Thank you for your time and attention, and have a good day **everyone**, Wassalamu'alaikum.

Audience: Ok. Have a good day. Wa'alaikumsalam, Wr. Wb.

The sentences above present that the student used an in-group identity marker strategy. Address forms used to convey such in-group membership include the generic names and terms of the addressee. In the sentence above, the student closes her presentation by saying "Okay **class**, Thank you for your time and attention, and have a good day **everyone**, Wassalamu'alaikum". The factor that influences the use of this strategy is Payoff. The speaker employs that politeness strategies because they can get the advantage, in this case, the speaker can minimize the FTA by assuring the listener that he/she likes the audience, hopes good things for the audience and avoid incurring a future debt.

2) Assert or Presuppose Speaker Knowledge of and Concern for Hearer's Wants

Asserting or implying awareness of the hearer's wants and a willingness to satisfy them is one way to imply that the speaker and the hearer are cooperators and, therefore, to potentially put pressure on the hearer to cooperate with the speaker. The research found 1 data of this type, as follows:

03/ EFLCL/APS

Audience: **Please show us** this slide refers to a reference!

The example above shows cooperation emphasized by the speaker (audience). He demonstrated his knowledge of the audience. He confirms or implies knowledge of the listener's desire and willingness to re-show them the material. Thus, the positive face of the listener has been satisfied because he has been appreciated by the speaker. The factor that influences the use this strategy is Payoff. The audience employs that politeness strategies because they can get the advantage, in this case, the audience can avoid or minimize the debt implications of FTAs such as offers from him.

3) Seek Agreement/Safe Topics

Seeking ways to agree with the Hearer is another way to save her positive face. Raising weather-related subjects and repeating what the preceding speaker has stated in a conversation might emphasize the seek for agreement. The research found 4 data of this type, as follows:

04/ EFLCL/SA

Audience: Please show us this slide refers to a reference. For example when you are teaching your student, maybe they will, misunderstand the meaning itself, and here I want to ask about your solution may be, if your student is false to answer or wrong and then for example in such a situation when you ask your student, "please open page 99", and they misunderstand which book, because they have many books.

S1: in my opinion for that context, before we say "open pages like 90, or everything, the first thing we have to say is which book. So ya, just say to the student which book they should open.

Audience: **Okay so the point is**, before we ask the student to open their book or to do something, we have to explain or introduce first at the beginning of our lesson. Thank you.

The presentation quote above shows that the student seeks approval from the audience. Raising a safe topic allows the speaker to emphasize her agreement with the listener and therefore to satisfy the listener's desire to be right, or to be corroborated in her opinion. In this case, the audience as listeners wants to agree with the speaker when she tries to explain what the question is, in that case, the audience tries to approve by saying "Okay so the point is before we ask the student to open their book or to do something, we have to explain or introduce first at the beginning of our lesson. Thank you Milla". The factor that influences the use of this strategy is Payoff. The audience employs that politeness strategies because they can get the advantage, in this case, the audience can minimize the FTA by assuring the listener that he/she likes her explanation.

06/ EFLCL/SA

Audience: S1, I wanna ask more, do you think that the relationship or the closeness between two people will inference about his reference maybe?

S1: **I think yes**, the closeness will make it easier to have a successful conversation. The presentation quote above is almost the same as the previous data, it shows that the audience seeks approval from the speaker. In this case, the speaker as the listener wants to agree with the audience when she asks her opinion about the relationship or the closeness between two people will inference about his reference, in that case, S1 tries to approve by saying “I think yes”. The factor that influences the use of this strategy is Payoff. The speaker employs that politeness strategies because they can get the advantage, in this case, the speaker can minimize the FTA by assuring the listener that she agrees with her/his question and avoid the debt implications of FTAs such as request/ next question or argumentation.

07/ EFLCL/SA

S1: so do you think guys that children may often use this reference more than us, and when we compare it with indirect speech, maybe we cannot implement in children, but I think maybe children use more references. **Do you have an opinion in this case guys? Or do you agree with me?**

09/ EFLCL/SA

S1: Okay so I'll repeat. I'll make it in bahasa ya guys, *jadi aku merasa kalau anak-anak itu lebih sering menggunakan reference gitu ga sih, kaya itu misalnya hafid bilang “kesini aja teh, biar kehujanan”, mereka itu ga sadar kalau kalau misalnya org lain ga paham, tapi dia tetap menyampaikan apa yg dia maksud. Sementara di materi lain, kaya di indirect speech, kita tau kayaknya itu ga bisa diimplementasikan dengan baik oleh anak-anak gitu maksudnya.* **So I feel that children use references like that more often, like for example Hafid says "Just come here, let's get caught in the rain", they don't realize that for example other people don't understand, but he still conveys what he means. Meanwhile, in other materials, such as indirect speech, we know that it doesn't seem to be implemented well by children, that's what I mean. Yah so, do you get the point? What is your opinion guys? Or do you agree with me**, that children are use more reference than us maybe?

Audience: **Yes, I agree**, in my opinion, because children are actually not really well aware in the name of something.

The presentation quote above is also almost the same as the previous data, it shows that S1 seeks approval from the audience. In this case, the audience as the listener wants to agree with her, when S1 asked what they thought of children are using more reference than them by saying “do you get the point? What’s is your opinion guys? Or do you agree with me, that children are using more reference than us maybe?”, in that case, the audience tries to approve by saying “Yes I agree”. The factor that influences the use of this strategy is Payoff. Both the speaker and the audience employ that politeness strategies because they can get the advantage, in this case, both of them can minimize the FTA by assuring the listener that she/he agrees with the opinion.

4) Joke

Jokes are based on common beliefs and background knowledge, which redefine the size of FTA. A basic positive-politeness strategy for easing the hearer is to joke. In an effort to define the size of the FTA, jokes can also be used as an example of politeness strategies. The research found one data in this type, as follows:

05/ EFLCL/JK

S1: **S2, Welcome S2, okay because S2 is coming so let's end this section.** Hehehe.

Audience: Oh OK. Thank you.

All Audience: (laughing)

The presentation quote above shows that S1 used a joking strategy to calm the position of her friend who was late for class. She tried to say it in a very polite way and broke the class mood. S1 did it by saying " S2 welcome S2, okay because S2 is coming so let's end this section". The expression above shows that the speaker is influenced by relevant circumstances factors in the dimension of relative power. This speech shows that as a speaker, he has the authority or power to organize the event or the course of the presentation.

From the research findings above, the researcher found several positive politeness strategies used by students in EFL classrooms. The data finding was discussed by using the politeness strategies theory by Brown and Levinson. The students used various positive politeness, such as use in-group identity marker in data numbers 1 and 10, assert or presuppose speaker knowledge of and concern for hearer's wants in data number 3, seek agreement/safe topics in data number 4, 6, 7, 9, and joke in data number 5. In line with Brown and Levinson (1987) stated that the nature of a transaction made by verbal exchange is often made explicit in the way in which it is behaving as in any public transaction or performance action. People are more aware of what people are saying in verbal exchanges (request, suggestion, criticism, complaint, and suggestion) than of what they openly say they are doing with specific linguistic details.

Researcher also found that the factors that influence speakers to use positive politeness strategies are payoff and relevant circumstances. Payoff are in data numbers 1, 3, 4, 6, 7, 9, and 10. Then for the relevant circumstance in data number 5. According to (Brown and Levinson, 1987) in payoff factor, the speaker employs the politeness strategies because they can get advantages. Then the relevant situation circumstance found in this research is relative power. Power (P) is generally meant to mean that we tend to use a greater level of politeness towards people who have power or authority over us compared to those who do not (Brown and Levinson, 1987). In this case, the speaker in a presentation has authority over the course or continuation of the presentation.

Based on the results above, it is known that the positive politeness strategies became the most widely used ones in the class. This result is in line with research conducted by Rejeki and Azizah (2019).

Negative Politeness

The researcher only found a negative type of politeness strategy used by the students in EFL classrooms, such as: apologize. There are four ways to convey apologizing, a) recognizing the pressures and distractions provided, b) showing reluctance and use of certain expressions, c) delivering the reason that forced the speaker for doing that and d) begging for forgiveness and begging the speakers delay the FTA from the utterance that are delivered.

08/ EFLCL/AP

Audience: **I'm sorry**, I'm having that trouble for understand it.

S1: Okay so I'll repeat. I'll make it in bahasa ya guys, jadi aku merasa kalua *anak-anak itu lebih sering menggunakan reference gitu ga sih, kaya itu misalnya hafid*

bilang “kesini aja teh, biar kehujanan”, mereka itu ga sadar kalau kalau misalnya org lain ga paham, tapi dia tetap menyampaikan apa yg dia maksud. Sementara di materi lain, kaya di indirect speech, kita tau kayaknya itu ga bisa diimplementasikan dengan baik oleh anak-anak gitu maksudnya. Yah so, do you get the point? What’s is your opinion guys? Or do you agree with me, that children are use more reference than us maybe?

Audience: Yes I agree, in my opinion, because children are actually not really well aware in the name of something.

In the sentence above, by apologizing the audience can show their reluctance to touch the negative face of the listener and thereby repair some. In this case, the audience felt he did not understand what S1 had said, so she tried to apologize in the hope that S1 could repeat what she had said more clearly. The factor that influences the use of this strategy is Payoff. The audience employs that politeness strategies because she can get the advantage, in this case, the audience give respect to the speaker and hope that there will be a good answer to her request.

From the research findings above, the researcher found one negative politeness strategy used by students in EFL classrooms. The data finding was discussed by using the politeness strategies theory by Brown and Levinson. The researcher only found a negative type of politeness strategy used by the students in EFL classrooms, such as apologizing. Based on the theory by Brown and Levinson (1987), by apologizing for doing an FTA, the speaker can indicate his reluctance to impinge on the hearer's negative face and thereby partially redress. The deferential use of hesitation and bumbliness discussed above is one way of showing this reluctance, but many expressions in common use have the same effect. Researchers also found that the factor that influences speakers to use this politeness strategy is Payoff. Where payoff is used because they can get advantages. By employing negative politeness strategy, the speaker gets benefit in: paying respect, deference, to the addressee in return for the FTA, and thereby avoiding incurring a future debt; and maintaining social distance, and avoiding the threat of advancing familiarity towards the addressee (Brown and Levinson, 1987). Research conducted by Surjowati (2021) states that the non-Javanese students used strategies of apologizing and being pessimistic in negative politeness strategy while the Javanese students used strategies of apologizing, hedging, and giving deference. It is known that students use apology strategies to respect the person they are talking to.

Conclusions

It can be concluded that the EFL students employed several types of politeness strategies in their presentation and discussion of both positive and negative politeness based on Brown and Levinson’ theory (1987). These results show that the concept of politeness strategies is useful in the context of Indonesian EFL classrooms, especially at one of public universities in Bandung. These findings also reveal that students in EFL classrooms use positive politeness strategies. The researcher found four positive types of politeness strategies, which include using in-group identity markers as many as 2 data, asserting or presuming speaker knowledge of and concern for hearer’s wants as many as 1 data, seeking agreement/safe topics as many as 5 data, and making jokes as many as 1 data. In addition, just one negative type of politeness strategy, such as apologizing, was found among the negative politeness strategies used by the students in EFL classrooms. Researcher also found that the factors that influence speakers to use positive politeness strategies are payoff and relevant circumstances.

The results of this study are expected to have a significant contribution to the way that English is taught in universities, especially in Bandung. The results can also be used as additional information by other universities in Indonesia, particularly for those who are involved in EFL classroom interaction (teachers and students), to help them determine how to interact with one another in an effective way when teaching English. The results of this study are intended to contribute to the literature on politeness studies in a classroom context. However, further research is needed to find out how the politeness strategies used among teachers and students in their activities in the classroom is influenced by other factors such as age, gender, and cultural background, especially regarding the language choice to be used in communication.

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