

Politeness Strategies Applied In Synchronous Online Learning

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Article Info	ABSTRACT
Article history: Received 29 September 2022 Publish 18 November 2022	<i>Politeness strategies are often found in everyday interaction. Research related to politeness strategies needs to be updated considering that language continues to evolve. Therefore, this study aims to analyze the types of politeness strategies and sociological factors that influence the teacher in choosing certain politeness strategies during synchronous online learning at SMK Negeri 42 Jakarta. In conducting the research, the researcher analyzed the data by referring to the politeness strategy theory proposed by Brown and Levinson (1987). The result of this study shows that there are four types of politeness strategies applied by the teacher, including bald on-record, positive politeness, negative politeness, and off record strategy with positive politeness as the type of politeness strategy that is most often used by the teacher in her teaching. Social distance and relative power were also investigated as sociological factors that influence the teacher in choosing certain type of politeness strategy. The analysis of the implementation of the politeness strategy in two English teaching and learning videos have been further explained in the results and discussion section.</i>
Keywords: Pragmatics, Politeness Strategies, Synchronous, Online Learning, English Language Learning	ABSTRAK
Info Artikel	<i>Strategi kesantunan sering ditemukan dalam interaksi sehari-hari. Penelitian terkait strategi kesantunan perlu dimutakhirkan mengingat bahasa terus berkembang. Oleh karena itu, penelitian ini bertujuan untuk menganalisis jenis-jenis strategi kesantunan dan faktor sosiologis yang mempengaruhi guru dalam memilih strategi kesantunan tertentu selama pembelajaran online sinkron di SMK Negeri 42 Jakarta. Dalam melakukan penelitian, peneliti menganalisis data dengan mengacu pada teori strategi kesantunan yang dikemukakan oleh Brown dan Levinson (1987). Hasil penelitian ini menunjukkan bahwa ada empat jenis strategi kesantunan yang diterapkan oleh guru, yaitu strategi kesantunan bald on-record, kesantunan positif, kesantunan negatif, dan strategi kesantunan off record dengan strategi kesantunan positif sebagai jenis strategi kesantunan yang paling sering digunakan oleh guru dalam pengajarannya. Jarak sosial dan kekuasaan relatif juga diselidiki sebagai faktor sosiologis yang mempengaruhi guru dalam memilih jenis strategi kesantunan tertentu. Analisis penerapan strategi kesantunan dalam dua video pembelajaran bahasa Inggris dijelaskan lebih lanjut di bagian hasil dan pembahasan.</i>
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1. INTRODUCTION

In everyday life, humans cannot be separated from the use of language, whether in the form of spoken or written. Sirbu (2015), defines language as a device used by people in the same community or nation in expressing traditions and value related to group identity. Language is also often referred to as a tool of communication that has an important role in building and maintaining relationships between individuals. Good communication can avoid misunderstandings and is believed to build good interactions as well. However, to be able to build proportional communication, there are a number of things that need to be considered, such as the choice of words or the application of certain strategies aimed at reducing unpleasant feelings from the interlocutor, which in this case is called Politeness Strategy.

According to Selfia and Marlina (2016), politeness strategies are ways that people use to deliver their speeches politely. Rejeki and Azizah (2019) corroborate Selfia and Marlina's view when they recognize politeness strategies as an act of saving the hearer's face. In the opinion of Aditiya et al., (2021), ignoring the use of politeness strategies in communication can not only lead

to misunderstandings but also cause listeners to feel uncomfortable. Therefore, everyone needs to pay attention to it.

Politeness strategy was proposed by Brown and Levinson in 1987. They categorize politeness strategies into four main types including bald on-record, negative politeness, positive politeness, and off record. However, there are several things that the speaker needs to consider before choosing which type of politeness strategy to use. This consideration can be in the form of social distance between the speaker and the hearer, whether they have a close relationship or not, as explained by Yule (1996) politeness is closely related to social distance or closeness. Yule (1996) also argues that the concept of "face" is considered as the basis of the theory of politeness strategies. The word "face" here is not meant to be literally interpreted as the real face, but rather the self-image and freedom that individual wants to be recognized by others.

Furthermore, Brown and Levinson (1987) divide the concept "face" into two, namely positive and negative face. A positive face is defined as the desire of everyone to be liked and accepted by others, while a negative face is the desire of everyone not to be restricted, disturbed in performing actions and to have complete freedom to do something. The use of politeness strategies by speakers is aimed at mitigating or minimizing hurting the feelings of the hearer such as in the case of giving someone suggestions or asking people to do something. As Mahayani and Rahayuni (2018) state that no one wants to lose their face or self-image that is why it is important for the speaker to maintain or enhance one's face in communicating.

Nowadays, many politeness strategies are applied in daily life. It can be spotted in various areas of communication on television (such as talk-shows, interviews), podcasts or in literary works such as novels, dramas and films (Safitri et al., 2015). Politeness strategies are also manifested in interactions between teachers and students in the classroom. A number of studies reveal that the use of politeness strategies in the classroom context is aimed at maintaining effective interactions between teachers and students. Hence, both teacher and students need to implement politeness as a way to create effective classroom interaction (Mahmud, 2019).

As a classroom control, teacher is responsible for maintaining a positive learning environment in the classroom and plays an important role in motivating students to learn. A number of studies reveal that the use of politeness strategies by teacher brings a positive impact such as increasing student participation. Thus, an in-depth analysis of the application of politeness strategies used by teacher in classroom interactions is very important in order to provide an overview of how teacher create a supportive learning environment.

Some previous studies mainly focused on the analysis of politeness strategies applied in traditional face-to-face learning or direct communication. A study conducted by Rohandi Yusuf and Anwar (2019) entitled "The Use of Politeness Strategies in the Classroom Context by English University Students" attempted to investigate the politeness phenomenon in EFL interaction. The main data source was the recorded individual student presentations. The study revealed that English students used different types of words to express their politeness such as phrases in the form of greetings, thanks, apologies and fillers. Some terms derived from their vernacular language used during the presentation also identified the use of politeness strategies.

Another similar study entitled "An Analysis of Positive Politeness Strategies to Promote Effective Interaction in The Classroom" conducted by Nurmawati, Haryanto, and Sukardi Weda (2019) tried to figure out the positive politeness strategies used by teacher and how positive politeness strategies play a role in promoting effective interactions. The research findings showed that the teacher applied positive politeness strategies in the classroom and it succeeded in creating effective interactions between students.

Since politeness strategies are very important in maintaining a comfortable atmosphere in the classroom interaction, this raises the question of how politeness strategies could achieve a similar effect in online learning during the Covid-19 pandemic. In addition, research related to the application of politeness strategies by teacher has never been carried out at SMK Negeri 42 Jakarta. Therefore, this research was conducted to find answers to the following questions:

1. What types of politeness strategies are applied by the English teacher of SMK Negeri 42 Jakarta in synchronous online learning interactions?
2. Which type of politeness strategies is the most frequently used by the teacher in interacting with students?
3. What are the sociological factors that influence the teacher in choosing certain type of politeness strategies?

This study is very important to conduct in order to fill the gap related to the use of politeness strategies in synchronous online learning which in previous studies only focused on the use of politeness strategies in face-to-face learning system and asynchronous online learning.

2. RESEARCH METHODOLOGY

This research is descriptive qualitative research. Qualitative research is an inquiry process of understanding social phenomena that occurs in social life (Creswell, 2002). It means in conducting this study the researcher has to consider the social point of view and refers to previous research. Descriptive qualitative design refers to analysis and interpretation of narrative and visual data to obtain insight into an issue (Mills & Gay, 2019). In this study, Conversational Analysis (CA) is used as an approach to interpret language politeness used by teacher during online learning.

In conducting this study, the researcher acted as a data analyzer. The researcher attempted to examine the application of politeness strategies by teacher in synchronous online learning then describe them in detail in the findings and discussions section.

The data analyzed were two English teaching and learning videos recorded on October 15 and November 19, 2021. The data are in the form of teacher utterances in conversations which are then analyzed using Brown and Levinson's politeness theory. This research does not require many instruments because the researcher does not involve participants as the research object but transcripts of teaching and learning videos to be observed. The following steps must be carried out by the researcher in order to collect the data:

1. Record two-90 minutes of English teaching which were conducted virtually through Zoom meeting
2. Watch the video for at least 10 times
3. Transcribe the conversation
4. Store the transcription to the separate file

In analyzing the data, the researcher uses the theory proposed by Miles and Huberman (1994). First, the researcher identifies the data by taking notes containing the required data such as words, utterances etc. that indicate the application of politeness strategies. Furthermore, the researcher started to interpret data that contain politeness strategies and draw the conclusion that would be outlined in the results of the research.

3. RESULTS AND DISCUSSION

3.1.Results

As has been stated in the previous part, Brown and Levinson's theory of politeness (1987) applied by the researcher in order to answer the research questions. The politeness strategy used by the teacher is illustrated in the table below:

Table 1. Politeness Strategies Applied by Teacher in Synchronous Online Learning

No	Type of Politeness Strategies	Occurrence	Percentage
1	Bald on record	4	2.7%
2	Positive politeness	84	57.1%
3	Negative politeness	58	39.5 %
4	Off record	1	0.7 %
Total		147	100%

The table above shows that there are four types of politeness strategies used by the teacher including bald on record, positive politeness, negative politeness, and off-record. In total, there are 147 utterances containing politeness strategies delivered by teacher in her teaching. In addition, the researcher provides a number of data analyzes below. The data presented are the samples of the overall data that the researcher found during the research.

3.2. Discussion

A. Politeness Strategies Used by Teacher during Synchronous Online Learning Interactions

1. Bald on-record

Bald on record strategy is used in order to achieve maximum communication efficiency (Holtgraves, 2002). The researcher found that there were four utterances containing bald on record strategies that were portrayed in task-oriented sub-strategy.

a. Task-oriented

This strategy allows the speaker to assign tasks to the hearer in order to get the desired result. The use of this strategy can be demonstrated in the excerpt below:

Excerpt 1. Task-Oriented

Utterance	
1. Teacher:	Keep in English. Try. Ayo. Try to make it in English. <i>Keep in English. Try. Come on. Try to make it in English.</i>

Here, the teacher asked a student to give examples of the use of modal ‘have to’ in sentences. Instead of using English, the student used Indonesian to answer the teacher’s question. In response, the teacher instructed the student baldly to keep using English. The use of this strategy was intended to provide clear and effective direction on what students need to do.

2. Positive Politeness

There are 15 positive politeness sub-strategies according to Brown and Levinson (1987), however in the conversation, the teacher only performs 9 strategies. Those strategies include:

a. Exaggerate

The teacher has been detected several times applying exaggerated expression of approval, interest, and sympathy. The word “good” and “excellent” are mostly used by the teacher to lubricate her utterances as can be observed in the excerpt 2 below:

Excerpt 2. Exaggerate

Utterances	
1. Teacher:	Kalo Rinjani Dwi? Kira-kira apa nih yang perlu diperhatikan? How about Rinjani? What do you think you need to pay attention to?
Student:	Yeah. Reason for the event, address, date, time to arrive (lagging)
Teacher:	<i>Good. Good. Good.</i> Thank you, Rinjani.
2. Teacher:	Which one do you think the inviter in this invitation?
Student:	Arya Laksa Putra
Teacher:	Okay, <i>good. Excellent.</i> Thank you.

The teacher uttered this after the student gave answers that match her expectations and she also used a rising intonation to show her interest.

b. Intensify interest to H

This strategy is intended to attract the hearer into the conversation and provide opportunity to get involved by telling a good story or using question tags. The example of the application of this strategy is shown in the excerpt below:

Excerpt 3. Intensify interest to H

Utterance	
1. Teacher:	Um... ya. Jadi kalo kita ngomongin tentang procedure text ya, kayaknya relate banget nih sama coffee Dalgona ini. Kenapa? Karena there is a lot of videos, there is a lot of influencers make a video about how to make coffee Dalgona ini. Um... yeah. <i>So, when we talk about procedure text, I think it relates to Dalgona coffee. Why? Because there are so many influencers who make videos about how to make Dalgona coffee.</i>

Here the teacher wants to intensify her interest to the students by telling students about the phenomenon of Dalgona coffee which is a very popular coffee trend. It indicates that the teacher used a technique of exaggerating facts in order to get students pay more interest towards her.

c. Use in-group identity markers

This strategy allows the speaker to use certain words that describe relationship between the speaker and the hearer. The utterances below show the use of address form by the teacher:

Excerpt 4. Use in-group identity markers

Utterances	
1. Teacher:	I want you <i>guys</i> to um... make dialogue
2. Teacher:	Do you get the point, <i>guys</i> ?
3. Teacher:	Thank you, <i>guys</i> .

The address term ‘guys’ which was uttered by the teacher when talking to her students during her teaching indicates a close relationship between her and her students.

d. Seek agreement

Seeking agreement is used by the speaker to please the hearer's face by expressing agreement. The example of the use of this strategy can be seen in the dialogue below:

Excerpt 5. Seek agreement (Emphatic Phrase)

Utterance	
1. Teacher:	Mana nih kira-kira ekspresinya? Which is the expression?
Student:	Ekspresinya “I hope you could join us”.
	The expression is “I hope you could join us”
Teacher:	<i>Yes. Yes.</i>

From the excerpt above it can be noticed that the teacher used seeking agreement strategy in responding to students' correct answer by saying “yes”.

In addition, Brown and Levinson (1987) argued that in a conversation, repeating part or all of the speaker's expressions can be interpreted as an agreement. The teacher was found repeating students' expressions to show her agreement as in the excerpt below:

Excerpt 6. Seek agreement (Repetition)

Utterance	
1. Student:	I have to wear a helmet while driving
Teacher:	Yes. Ya. I have to wear a helmet when driving. Ya, benar ya. Yes. Yeah. <i>I have to wear a helmet when driving.</i> Yeah, that's correct.

In the utterance above, the teacher repeated the students' answer and conclude it by saying "Yeah, that's correct" to stress the student's answer was correct.

e. Avoid disagreement

This strategy allows the speaker to express disapproval implicitly without ignoring the hearer's face want. The example is shown below:

Excerpt 7. Avoid disagreement

Utterance	
1. Teacher:	Okay. Um... Ya, mungkin kamu sumbernya kalo di internet emang ada beda-beda ya. Tapi ini dilurusin aja Okay, Um... Yeah, <i>maybe because there are so many different sources from internet. But (let's) make it clear</i>

In the excerpt above, the teacher intended to state that the answer given by the student is wrong. Instead of saying it frankly that might threaten the student's positive face, the teacher explained that the sources of teaching materials spread on the internet can be different from one another.

f. Joke

Joking is a basic technique of positive politeness used by the speaker to make the hearer feel comfortable (at ease). Here is an example of the use of this strategy:

Excerpt 8. Joke

Utterance	
1. Teacher:	Menurut kalian gimana? What do you think?
Student:	(Silent)
Teacher:	Ayo (laugh) ini kelasnya agak quiet ya. Quiet place (laugh). <i>Come on (laugh) this class is a bit quiet huh. Quiet place (laugh).</i>

The following extract above shows how teacher made a joke to break the silence. When the students did not respond to the teacher's instructions, the teacher said that the class was a little quiet. While laughing, the teacher uses metaphor such as the phrase "quiet place" to describe a classroom atmosphere similar to the American horror film A Quiet Place. The teacher's expression implies that the teacher and students share the same knowledge to catch the joke.

g. Offer, promise

In this strategy, the speaker emphasizes his cooperation with the hearer by helping the interlocutor to obtain what he wants. The example of this strategy can be found in the following excerpt:

Excerpt 9. Offer, promise

Utterance	
1. Teacher:	Okay. Mungkin aku tanya yang lain dulu ya. Nanti aku minta lagi jawabannya, ya. Okay. <i>I will ask the other students first. I'll be back to ask for your response</i>

The teacher made an offer considering the teacher understands that the student had not been able to provide an answer. This shows the teacher's good intentions in satisfying student's positive face wants.

h. Include both speaker and hearer in the activity

The teacher also included both the speaker and the hearers in activity through the use of the plural personal pronoun “we” and “us” such as in the following excerpts:

Excerpt 10. Include both S and H in the activity

Utterances	
1. Teacher:	I think <i>we need to have some time to discuss about this</i>
2. Teacher:	So, <i>let's jump up to our material.</i>
3. Teacher:	Yeah. So, today <i>we're going to learn about invitation.</i>

By using plural personal pronoun “we” and “us”, the teacher put herself as a part of the conversation. The teacher used this strategy to make students feel close to her so that they can encourage students to be more active during the learning process.

i. Give gifts to H

The use of this strategy is intended to satisfy the hearer’s positive face want by showing care, understanding, admiring, and listening. In accordance with Brown and Levinson's (1987) politeness theory, giving compliment and support is included in positive politeness. An example is shown in the utterance below:

Excerpt 11. Give gifts to H

Utterance	
1. Teacher:	Thank you very much karena you do the great things and I think discuss very well. <i>Thank you so much for doing great things and I thought today's discussion went really well.</i>

As seen in the excerpt above, it could be detected that teacher used positive politeness strategy which is give gift to hearer. The teacher praises the students for what they have done during the learning activity. She praised the students for being cooperative during the discussion session.

3. Negative Politeness

There are only 3 sub-strategies of negative politeness used by the teacher in her teaching. Those strategies include:

a. Be conventionally indirect

This strategy allows speakers to convey utterances that have a clear meaning contextually, but different from its literal meaning. Be conventionally indirect was also found in the conversation. The expression was like the following excerpts below:

Excerpt 12. Be conventionally indirect

Utterances	
1. Teacher:	Boleh sebutin namanya? <i>Can you say your name?</i>
2. Teacher:	Ada yang bisa jawab ga? <i>Can anyone answer?</i>

3. Teacher: So, *can you find out the expression of necessity in this dialogue?*

The dialogues above show that the teacher wanted to ask for a student to do something in a polite way. The utterances above imply that the teacher tried to create a polite request to the student in an indirect way.

b. Question or hedge

Question is commonly used to give options to the hearer to say 'no'. The utterance occurs when the speaker asks the hearer to do something for him/her but then gives the hearer the choice of accepting or rejecting the responsibility. The following utterances below show how questions and hedge sub-strategy is applied by the teacher:

Excerpt 13. Question or hedge

Utterances	
1. Teacher:	Does anyone want to lead our pray? <i>Does anyone want to lead our prayer?</i>
2. Teacher:	Atau ada yang mau pimpin doanya? <i>Or is there someone who wants to lead the prayer?</i>

By using an indefinite pronoun "anyone" in her request it can be interpreted that the teacher is not referring to a specific student to do something. It made students not feel imposed to do what was asked. It can be said that the teacher wanted to emphasize the avoidance of imposition on students.

c. Be pessimistic

Being pessimistic means that the speaker assumes that the hearer is unlikely to be able or willing to take the action that is required of him. This strategy is characterized by a sentence of hesitation. In addition, the word “maybe” in teacher’s utterances can also be used to soften the request as shown in the two utterances below:

Excerpt 14. Be pessimistic

Utterances	
1. Teacher:	Ketua kelasnya mungkin. Siapa ketua kelasnya? <i>Maybe the class leader. Who’s the class leader?</i>
2. Teacher:	Okay. Mungkin Tri Handayani boleh. Okay. <i>Maybe Tri Handayani can lead the prayer</i>

The word “maybe” in the teacher’s utterances shows a sense of pessimism, where the teacher was not completely sure that the student is willing to take the action. By saying that, the teacher succeeds in maintaining the student’s negative face since the teacher gave the student an option whether she will refuse or accept it.

4. Off-Record

Off record strategy allows the speaker to do indirect face threatening act. Here are some situations where teacher employs off-record strategy:

a. Giving hints/ clues

Giving hints/ clues strategy is also found in the conversation. The utterance was like the following excerpt below:

Excerpt 15. Giving hints/ clues

Utterance	
1. Teacher:	Yuk, bisa dicoba. Pina and Hasri Come on, try. Pina and Hasri
Student:	(Silent)

Teacher: Okay. *We have five minutes left* (laugh)

In this case, the teacher used the utterance "we have five minutes left" which means they did not have much time, instead of doing an FTA by saying "finish your task now". The teacher softens the utterance by using an off-record strategy in order to prevent the potential face loss.

The Sociological Factors Influencing Teacher's Politeness Strategies in Interactions

The sociological factors of choosing certain type of politeness strategy depend on three variables, namely social distance, relative power, and absolute ranking of impositions. Based on the analysis, the sociological factors that influence teacher's politeness strategies in interaction can be observed as follows:

a. Social Distance

Social distance can determine whether a speaker has to choose a positive politeness strategy or a negative politeness strategy. Some factors such as age, gender, or even intimacy can determine social factors.

The example of the occurrence of this factor is presented in the excerpt 14.2. From the utterance, the teacher attempted to instruct the student to lead the prayer. She showed her intention to reduce the coercion of her direct instruction by employing negative politeness strategy. This strategy can be seen from how the teacher expressed her doubt toward the students. The use of the word "maybe" adds the sense of pessimism which is a characteristic of politeness strategy.

The utterance from the excerpt 14.2 demonstrates that the teacher avoids to use her power to give student instruction through bald on record strategy (direct instruction). Her efforts to reduce the distance are also manifested by the use of familiar address terms which are commonly used only by a group of people who have close relationships, as illustrated in the excerpt 4.1.

The excerpt 4.1, which is the application of using in-group identity markers, represents how the teacher positions herself in the relationship. As the person who has higher power in the class, actually the teacher can directly instruct students without the need to soften it by using certain familiar address markers or nicknames. In fact, in her interactions with students, she uses this politeness strategy to fulfill her desire to reduce the distance.

b. Relative Power

Relative power is also a factor which often influences a speaker to choose the best strategy in conveying politeness. In this research, the researcher found that the teacher emphasized her power as the one who has authority in the class through the use of bald on record strategy. According to Brown and Levinson (1987), bald on record strategy is classified as the least polite politeness strategy which is commonly used by the speaker who has greater power over the hearer. The example of this factor is portrayed in the excerpt 1.1.

As shown in the excerpt 1.1, the teacher used imperative sentence in delivering her instruction. The teacher stated directly toward her student to try to use English when speaking in her class. It indicates that she has the right to instruct the student since she has more power than students.

Furthermore, the researcher concludes that the teacher has an intention in showing her power through the dominance of four utterances that contain bald on record strategy.

c. Absolute Ranking of Imposition

In the excerpts, the researcher found that the rank of imposition is low, since the teacher is supposed to give instructions (or something else) to the students. However, it can be seen that even though the rank of imposition is low, the teacher still uses politeness strategies in her teaching.

4. CONCLUSION

Based on the results and discussion above, the researcher found that there is an application of politeness strategies in the two English teaching and learning videos at SMK Negeri 42 Jakarta. The researcher found the use of the four politeness strategies during teaching-learning process, including bald on-record, positive politeness, negative politeness, and off-record strategy.

Positive politeness strategies were found to be the most frequently used type of politeness strategy by teachers in interacting with students with a percentage of 57.1% from 100%. This indicates that the teacher places herself in a close relationship with her students. On the other hand, off-record strategy is the least used type of politeness strategy.

Furthermore, the researcher also analyzed the social factors that influence the teacher's selection of politeness strategies, including social distance and relative power. The absolute ranking of imposition was identified as low considering that the teacher should give instructions to students as the holder of class control. The analysis of the teacher's utterances in the English teaching and learning video has been described in more detail in the results and discussion section.

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