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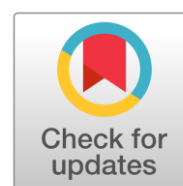
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How EFL teacher Modelling Politeness: Pragmatic Analysis of Classroom Interaction

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Abstract

Purpose- This study aims to find the types of politeness strategies English teachers use during the learning process.

Design/methodology/approach- This study uses a qualitative research method with ethnographic communication design to find politeness strategies in speech used by English teachers at SMA Negeri 1 Prambon. Research data were taken through observation and interviews. Researchers used a coding scheme to analyze the data that had been obtained.

Findings/results – It was found 134 teacher utterances, classified according to politeness strategies applied during the English learning process. Of the 134 teacher utterances, there are 35 utterances categorized as positive politeness strategies, eight utterances as negative politeness strategies, 69 as bald on-record politeness strategies, and 22 utterances as off-record politeness strategies. In other words, the bald on-record strategy is the dominant politeness strategy used by English teachers during the learning process. Thus, the politeness strategies used by teachers are influenced by certain conditions and situations in the classroom.

Originality/value - Politeness strategy is a very crucial thing which needs to be considered in its use based on the appropriate conditions and situations, especially by the teacher as an example or role model for his students is not the case in the delivery of subject matter but also attitude or speech.

Paper type – Research paper

Keywords: Teacher talk, Pragmatic, Politeness strategies

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Introduction

Indonesia is a country where people have a good attitude towards others. One of the attitudes applied is politeness. In fact, since ancient times, Indonesians have been known for their hospitality and firmly adhere to the politeness and customs of their eastern culture (Tribun Kaltim, 3rd March 2021). It is one factor that encourages foreign tourists to visit all regions in Indonesia. Politeness does not only occur in attitudes or behavior but can also occur in the use of language as a communication tool to convey thoughts or ideas (Hutahaean et al., 2021). Especially in the teaching and learning process, politeness is fundamental to be applied. In this case, the teacher becomes a model for students who are expected to set a good example during the learning process.

The learning process has a core activity in the form of social interaction. This interaction is carried out by teachers and students, which can affect the success of student learning outcomes. If the teacher and students have good interaction, then the subject matter delivered by the teacher will be easier to understand. It is one of the effectiveness and efficiency of classroom interaction (Mahmud, 2019). The teacher as the main actor in the learning process must create the best possible class interaction. The teacher has the opportunity to speak in learning interactions.

Communication can be good if the teacher's talk is good and effective (Lei, 2009 in Basra & Thayyibah, 2017). Teacher talk is defined as a conversation made by the teacher during the learning process. Teachers are expected to understand how to adapt their language to talk to students. Teacher talks provide opportunities for students to listen to a language they do not understand. However, Harmer (in Basra & Thayyibah, 2017) states that too much teacher talk can make students lose the opportunity to speak. However, a study conducted by Sadeghi et al. (in Basra & Thayyibah, 2017) proves that the right teacher talk can positively impact student attitudes. Thus, teacher talk can make a good contribution to politeness, which will impact the teaching process and students (Basra & Thayyibah 2017).

As a teacher, we pay not only attention to the accuracy of language but also the effectiveness of using language, which aims to understand a communication or interaction in a certain context. This ability is referred to as pragmatic competence

(Thomas, 1983 in Rahayuningsih et.al 2020). Pragmatic competence is part of communicative competence (Lihui & Jianbin, 2010 in Surjowati 2021). Pragmatic competence is the main component that combines the language's ability according to the context (Bachman, 1990 in Rahayuningsih, et.al 2020). Al-Erayani (in Surjowati 2021) adds that pragmatic competence is the individual's ability to use appropriate speech acts in certain events and use appropriate linguistic elements. Therefore, mastery of pragmatic competence is very much needed by teachers in the learning process and interaction in the classroom.

On the other hand, pragmatic competence studies how a person understands and produces communicative actions in the real world such as conversations that occur in class. Because it is related to the choice of language, it cannot be separated from manners. In conversation, one must have an awareness of politeness to be accepted and appreciated by others (Hutahaean et al., 2021). This politeness refers to how a listener can achieve the purpose or intent of the speaker. In pragmatic terms, politeness is not only concerned with whether the speaker is motivated to be kind, or on the contrary, there is an effect what the speaker says on the listener (Thomas, 1995 in Rahayuningsih, et.al., 2020). Thus, pragmatics can be said as a branch of linguistics that focuses on expressions or language used in everyday conversation and teaching and learning activities in the classroom.

One aspect of pragmatics, namely politeness, needs to be considered in the world of education, especially in Indonesia. Politeness strategies need to be applied in classroom interactions during the teaching and learning process. Talking about politeness strategies, Brown and Levinson (in Ruansyah & Rukmini, 2018) put forward the definition of politeness strategies as corrective actions to avoid unpleasant actions or faces (FTA). Politeness strategies are developed to save the listener's face, which is done to maintain self-image and be respected. Meanwhile, another theory put forward by Yule (in Ruansyah & Rukminim, 2019) asserts that politeness is an awareness of other people's faces which is related to distance and social closeness. There are three theoretical bases proposed: formal politeness, which does not force the other person to talk to, informal

which gives choices to the interlocutor, and intimate politeness, which wants to make the other person comfortable.

Politeness is a person's way of showing awareness of the faces of others who seem distant and are described with respect (Trisnawati & Fussalam, 2020). Faces are divided into two, namely positive and negative faces. Positive face occurs when individuals want to be liked, approved, respected, and appreciated by others. On the other hand, a negative face occurs when the individual wants the freedom to behave according to his choice. Thus, this theory focuses on how politeness is expressed to protect the face of the interlocutor.

Furthermore, Brown and Levinson (in Supriyanta & Ghozali, 2017) divide politeness strategies into four types. The first is positive politeness, of course, it is used to keep the other person's positive face. This strategy emphasizes the speaker's solidarity with the interlocutor. Usually, this strategy is widely used by groups who already know each other (Supriyanta & Ghazali, 2017). Positive politeness strategies consist of notification, being present as a listener, intensifying the listener's interest, avoiding disputes, making jokes, fulfilling the listener's wishes, assuming or affirming the interlocutor's reciprocity, giving gifts to listeners, giving or asking for reasons, being optimistic.

The second is negative politeness, which keeps the other person's face negative. According to Brown and Levinson (in Fortune & Azizah, 2019), negative politeness is a more specific and focused respectful behavior. Negative politeness consists of indirect conventional expressions, not assuming, not forcing, communicating the speaker's wishes. Next, the third is off-record courtesy. This strategy is an expression used in the form of indirect expressions to appear polite. Furthermore, the language used in the off-record strategy is indirect and deprives the speaker of potential subject matter. Off-record strategies consist of expressions that give hints or cues, use contradictions, rhetorical questions, statements that are less than true and are sarcastic or joking.

The last type of politeness strategy is bald on record where the FTA is mostly done directly, clearly, unambiguously (Brown & Lavinson 1987 in Rahayuningsih et al., 2020). This strategy consists of phrases that contain great urgency; speak as if efficiency is

necessary. There is no desire to maintain one's face and make offers and warnings (Brown & Levinson in Supriyanta & Ghazali, 2017).

Politeness has been raised in several studies, namely Khasanah (2019) which focuses on the use of politeness strategies based on social linguistic background. Differences in the linguistic social background affect the linguistic behavior of people. In addition, Azwan (2019) also conducted the same research. However, his research is focused on politeness strategies in refusing requests and the social impact of refusal strategies by Ambonese in refusing requests.

Currently, research on politeness in various contexts has been raised by many researchers. For example, in the context of education in classroom interactions (Arif 2018), the context of debate (Ayuningrum 2018), rejection strategies carried out by certain communities (Azwan 2018), textbooks (Meiratnasari, 2019), verses in the Qur'an (Jewad, 2020), a talk show on a television station (Syah, 2020), a character in a film (Suryani, 2019), and a YouTube video (Hari, 2021). Based on these studies, it is evident that until now research on politeness strategies is still receiving special attention because it has been applied in various contexts.

However, what needs to be observed in this study is how politeness strategies are more targeted in the classroom, especially from the point of view of a teacher. This is intended to determine the politeness strategies used by teachers during the learning process in which the teacher as a role model for students is expected to provide examples in the application of politeness strategies to students. This research is expected to make a significant contribution to the learning of pragmatic politeness strategies in the classroom.

Method

This research method is qualitative using an ethnographic communication design. The ethnographic design of communication refers to the analysis of communication into the broader context of social and cultural practice. According to Cresswell (2012), ethnographic design is a qualitative research procedure to describe, analyze, interpret patterns of attitudes used by various cultural groups. The concept of communication

ethnography was introduced by Hymes (in Herman et al., 2019) which combined ethnography, description, cultural analysis with language. Meanwhile, Carbaugh (in Herman et al., 2019) defines ethnography as an approach, perspective, and research method on the ways and meanings of culturally distinctive communication. Thus, the researcher decided to use this design to obtain information related to politeness strategies used by English teachers according to the culture applied in schools.

The data used in this study is the speech of the English teacher during the learning process. In addition, researchers collected data through observation and interviews to obtain information related to politeness strategies used by English teachers during the learning process.

Observation

Researchers come and make observations on learning activities in class to get the data needed. During the observation, the researcher used an audio-visual recorder to get a real situation that occurred during the learning process. In addition, researchers used field notes as one of the research tools used. According to Bogdan & Binklen (2006), field notes are used to take notes from data that require a clearer explanation. This technique is used to identify the type or types of politeness strategies applied by the English teacher in the classroom.

Interview

According to Cohen et al. (in Rasyid 2015), the interview is a technique to collect data or information through direct or indirect dialogue. In this study, researchers conducted interviews by giving several questions to the teacher to obtain information about the activities carried out during the learning process. The purpose of this interview is to confirm the data obtained from observation.

After data collection, the researcher analyzed the data obtained by using a coding scheme. Hymes (in Herman et al., 2019) says that a coding scheme is an analytical tool of the ethnographic design of communication. Before doing the coding scheme, the researcher developed a category of politeness strategy types based on the theory of Brown and Levinson such as bald and record, positive, negative, and off-record.

In this coding process, the researcher identified the data transcribed into text form. Next, the researcher determines the word or phrase into a predetermined code. In this case, the code used in data analysis is as follows: Bald on Record (BOR), Off-Record (OR), Positive Politeness (PP), Negative Politeness (PP). The following is an example of a coding scheme.

Table 1: Example of the coding scheme

No	Utterance	Types of Politeness	Types of Politeness Strategies	Highlight
1	What date is today?	BOR	Case of channel noise	Avoiding crowded situation
2	I will call you, Alaric!	PP	Seek agreement	Getting students' attention

Table 1 describes and analyzes each type of politeness strategy in paragraph form. In this data analysis, the researcher connects the data with the theories that have been described previously to obtain possible results that can explain why the data occurred.

Result

The researcher collected data from politeness strategies used by English teachers through observation. This observation was conducted in the eleventh grade MIPA 2 SMA Negeri 1 Prambon. Researchers used an audio-visual recorder to record conversations or expressions said by the teacher during the learning process. After getting the required data, the researcher transcribed the recordings to find the types of politeness strategies based on the theory proposed by Brown and Levinson.

The researcher found 134 expressions of various types of politeness strategies spoken by the teacher. The following is a diagram of the research results:

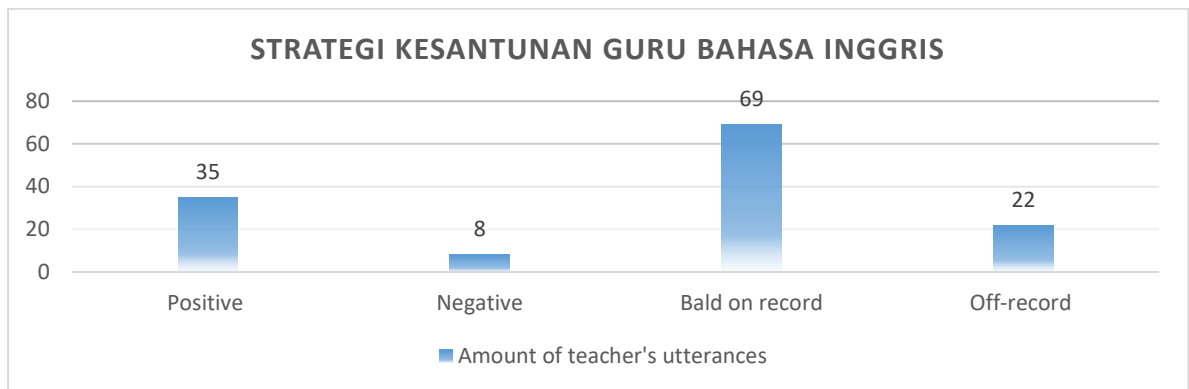


Figure 1: hasil penggunaan strategi kesantunan guru

Figure 1 shows that the type of politeness strategy that teachers often use during the learning process is bald on record. Meanwhile, the least used type of politeness strategy is negative politeness. Next, the researcher presents several examples of the types of politeness strategies in the teacher's expressions during the learning process along with clearer descriptions.

1. Positive politeness

35 expressions lead to positive politeness with various strategies used by English teachers during the learning process. The following are some of the findings with more detailed explanations:

Excerpt 2/ notification

I will call you, Alaric.

The above expression refers to positive politeness with notification strategies. In this case, the teacher tells the students to call the students' names one by one as stated in the attendance list. In addition, the above expression aims to get students' attention because learning is about to begin.

Excerpt 58/ assumption

Although all of you have known about your friend's name, you can give the name first.

The expression above is a positive politeness strategy. However, this expression involves the teacher's assumption that all students already know the names of their friends.

2. Negative politeness

In negative politeness, the researcher found eight expressions used by English teachers. Again, this is the least used politeness by English teachers.

Excerpt 135/ indirect conventional

Come on, come on!

This expression leads to negative politeness. The strategy used is indirect conventional. This happens when the teacher asks students to show their work as soon as possible when they are ready.

Excerpt 96/minimize coercion

Rina memang tadi dimemorize jadi kalian tidak perlu gugup. Looo tadi kok hafal.

This expression is negative politeness by using a non-coercion strategy. In this context, the teacher urges students not to worry because of the lack of confidence in memorizing texts on their performances.

3. Bald on record

Bald on record is English teachers' most widely used politeness during the learning process. 69 expressions have been found by researchers.

Excerpt 27/ offers

And now if you want to make an advertisement you can continue.

The expression is bald on record politeness. In this politeness, the strategy used is bidding. Before starting the lesson, the teacher asked about the assignments given at the previous meeting. Many students have not finished their assignments, so the teacher offers to continue working on the assignments.

Excerpt 54/ warnings

So, you must prepare first.

This sentence contains bald on record politeness in which there is a warning that the teacher says to the students. The context of this sentence is that the teacher

gives the warning to prepare their performance as well as possible first before showing it to their friends.

Excerpt 191/ maximize efficiency

Ayo, come on.

The expression above is bald on record politeness. The strategy used is to maximize efficiency due to a critical situation. In this case, the teacher asks students to immediately present their assignments because learning time is almost up.

4. Off record

For off-record politeness, the researcher found 22 expressions used by the teacher from the opening to the closing of the learning process.

Excerpt 46/ giving hints

For example, if you perform like this. Salam, good morning like this ya...

This expression is off-record politeness by using a strategy of giving or hinting. The teacher suggests that the way students open presentations in front of the class is still not quite right. Thus, the teacher provides instructions or a method, namely by greeting and greeting first.

Excerpt 133/ statements that are less than true

#because of you don't always speak English every day, so you less of practice ya...

In this expression, the teacher uses off-record politeness with less than true statements. This is shown in the word "don't always speak English every day" which has another meaning that students are not practicing enough to speak English.

Excerpt 138/ rhetorical questions

No! But I must wait for you many times. How long?

The above expression refers to off-record politeness by using rhetorical questions. In this context, the teacher uses the sentence "how long?" to ask students because they have been waiting for a long time to present their assignments. However, this question does not need to be answered by students.

Furthermore, to strengthen the data, the researcher also conducted interviews with the teacher to obtain specific data so that the researcher knew more clearly about the reasons why the teacher used the above-mentioned politeness strategy expressions in certain contexts.

This politeness strategy pattern is very appropriate to be applied to the context of high school students. Currently, many students at the age of teenagers are judged to be lacking in carrying out the values of politeness in communicating. They tend to use languages that are considered less suitable to be spoken to their interlocutors, such as the use of harsh language or high intonation. This behavior is usually influenced by inappropriate student associations and a lack of guidance from the teacher. Thus, the pattern of politeness strategies applied by the teacher can contribute to student behavior when communicating. The teacher has a role as a model and role model for students in speaking and behaving which can create interpersonal interactions that create harmonious relationships.

Discussion

The types of politeness strategies applied by English teachers in the learning process. The results show that the teacher implements all types of politeness strategies, including positive, negative, bald on record, and off-record politeness strategies. However, not all sub-strategies of each politeness strategy are applied.

Based on the findings above, researchers can get a complete picture of the politeness sub-strategies applied by English teachers during the learning process.

1. Positive politeness

In positive politeness, the teacher applies several sub-strategies in their expressions, including giving hints and speaker assumptions. By using this sub-strategy, closeness and intimacy will be built due to the expression of prior notification before carrying out activities. Furthermore, in speech 58, the researcher involves his assumption related to his knowledge that all students already know each other. In this context, the teacher indirectly teaches students how to make a good presentation by mentioning their name first.

Furthermore, the negative politeness sub-strategy applied is indirect conventional and minimizes coercion. This indirect conventional applied to utterance 135 is a form of politeness strategy in which the teacher tells students to immediately complete their assignments without waiting for instructions from the teacher continuously. In other words, the teacher wants students to have the initiative to immediately show their assignments without being called by name one by one. Meanwhile, the negative politeness sub-strategy in the form of minimizing coercion was applied by the teacher to encourage students to improve student performance in presentations by memorizing the material. Thus, the negative politeness applied by the teacher aims to avoid the negative faces of the students.

The teacher's next politeness strategy is the bald on-record politeness strategy. As the definition of bald on-record politeness has been stated above, the utterances used by the teacher are unambiguous. In this case, the politeness sub-strategies applied are offering, warning, and maximizing efficiency. The sub-strategy of offering applied by the teacher is used to give students additional time in doing their assignments. So that it fosters students' self-confidence to show the results of their work in front of their friends. In addition, the warning sub-strategy is used to encourage students to make the best use of their time to prepare their work in advance. The last is maximizing efficiency, a sub-strategy of bald on-record that directly teaches students to make the best use of their time.

The last politeness strategy is off-record which involves sub-strategies in the form of signaling, statements that are less than true and rhetorical questions. In this case, the signaling utterance applied by the teacher indirectly aims to protect students from potential FTA because the utterance leads to the evaluation of student assignments that are not in line with the teacher's expectations. In addition, the off-record politeness sub-strategy in the form of statements that are less than actual aims to provide utterances that appear polite from the truth. While the rhetorical questions on utterances 138 are applied by the teacher so that students understand the teacher's disappointment with more polite question utterances.

Based on the explanation of the research findings above, there are several differences between this study and previous studies. A study conducted by Jewad et al. (2020) aims to investigate politeness strategies and maxim politeness used by Allah, Prophets, and humans in five letters of the holy book Al-Qur'an. The results showed that the characters used five maxims in communicating with each other, namely wisdom, generosity, approval, sympathy, and agreement. In addition, there are also six positive politeness strategies and five negative politeness strategies. However, in this study, the researcher found four politeness strategies in the teacher's speech during the learning process, namely positive, negative, bald on record, and off-record politeness which in the research findings were dominated by bald on-record politeness strategies. The use of these four politeness strategies is caused by adjusting the teacher's speech to the conditions and situations that occur in the classroom so that the speech conveyed needs to be considered to avoid student FTAs.

Furthermore, Hutahaeen et.al. (2021) has also carried out research on politeness strategies. The findings show that positive politeness is the most common strategy used by listeners or speakers. This politeness leads to good social situations, relationships, and contacts. The factor that influences this politeness is the situation on the Pesbukers variety show. This study has similarities in terms of the types of politeness strategies found in the teacher's speech in the learning process, namely positive, negative, bald on-record, and off-record politeness strategies. However, the dominant politeness strategy used is bald on-record. However, this study only focuses on using politeness strategies without investigating the factors that influence them.

Meanwhile, a study has also been conducted by Ayuningrum, et al. (2018) on members of debating UKM at Bengkulu University. The results of the study showed that the debate participants applied more positive politeness strategies. There are different findings in this study. The researcher revealed that the most frequently applied politeness strategy was bald on-record politeness in this study.

Thus, the results of this study reveal that the politeness strategies used by teachers in the learning process are not in line with previous research (Jewad et al. 2020, Hutasean et.al, 2021 and Ayuningrum et al. 2018). The bald on-record politeness strategy

is the strategy most often used by teachers during the learning process. Based on the theory of bald on-record politeness that Brown and Levinson have put forward (in Rahayuningsih et al, 2020) it shows that during the learning process a teacher must provide unambiguous speech so that students more easily accept and absorb the material, information or instructions from the teacher.

Limitation

This study has several limitations. The first is that the data sample taken by the researcher is only the teacher's speech so that the researcher cannot at the same time explain the politeness strategies used by students during the learning process. In addition, the teacher's voice, which was sometimes too soft and gentle during the data collection process, made it difficult for researchers during the analysis process because some of the teacher's utterances were not clear in the recordings. Therefore, the researcher cannot guarantee that other studies with the same research object will have the same research results.

Conclusion

The learning process is not just a process of knowledge transformation interaction between teachers and students. In the learning process, several things must be considered, one of which is politeness. Politeness is an attitude that can also be seen from expressions or utterances, especially the teacher's speech which can be a role model for students in speaking based on certain situations and conditions. Therefore, this research is important for teachers in considering the use of appropriate politeness strategies which directly contribute to students as examples in speaking.

This study reveals the politeness strategies used by English teachers at SMA Negeri 1 Prambon during the learning process. The types of politeness strategies used include positive, negative, bald on-record, and off-record politeness strategies. Based on the analysis of the data obtained, this study shows that the bald on-record politeness strategy has the highest frequency, which teachers often use during the learning process. Meanwhile, negative politeness has the lowest frequency.

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A politeness strategy is an attempt by speakers to express their politeness in the format or form of language. Learning in schools requires politeness strategies from teachers and students to facilitate communication. Language politeness that comes from the teacher can be an example for students in expressing their language politeness to their teacher or colleagues.

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