



POLITENESS STRATEGIES USED BY TEACHER AND STUDENTS IN THE ENGLISH FOREIGN LANGUAGE (EFL) CLASSROOM

Oleh

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Abstract

This research was conducted by the descriptive qualitative with literature study methodology. Wherefore, this research aims as follows: 1) to describe that many studies have used politeness techniques as their main focus since it was first proposed in 1987 by Brown & Levinson, which among others are considered as formal classes in academic subjects. Politeness enhances learning by creating a dynamic atmosphere and pleasant interactions between teachers and students during the teaching and learning process. Politeness helps inspire students to learn because of the relaxed atmosphere and positive interactions such as; 2) to examine the politeness strategies used by students and teachers during interactions in EFL classes. The objectives are based on 4 (four) types of politeness strategies proposed by Brown and Levinson (1987), namely: a) bald-on-record; b) off-records; c) positive-politeness; and d) negative-politeness. The research method used is descriptive qualitative with literature study methodology.

Keywords: *Politeness Strategies, Teachers and Students, Brown and Levinson (1987).*

INTRODUCTION

Language is a communication tool that allows individuals to engage further by expressing new ideas and to clarify their goals. The definition of language according to Kreidler (1998:19) is a system of symbols through which individuals interact, where the symbols themselves can be written, written, or signed by hand. English is known to be a language that is widely used throughout the world. Every student who learns English must understand 4 (four) language skills, namely listening, writing, reading, and speaking. Speaking a second language can be considered difficult because the communication process cannot be categorized as simple. They need to understand when, how, and why they communicate depending on a variety of variables, including the sociocultural context of the conversation and the participants.

Therefore, the use of language aimed at demonstrating pragmatically accurate communicative competence becomes more important for effective communication than linguistically.

Politeness according to Lakoff (1975: 53-64) is a pragmatic theory that refers to the achievement of things that are socially appropriate and established by society to reduce friction in human relations. Pragmatic understanding is a vital linguistic feature to avoid failed communications. According to Amaya (2008), pragmatic failure results in misunderstanding of messages and can even cause communication to break down. According to Thomas (1983), pragmatic failure is understanding the meaning of what is spoken is described. As mentioned by Amaya (2008), this defect can result in a lack of conformity which can be considered unpleasant, awkward,



or intimidating in some social situations resulting in hampered communication. But it is difficult to get speakers to understand each other because language learners, like EFL learners, often do not have the necessary speaking skills. This leads to psychological problems, including anxiety of making mistakes and fear of criticism (Shen & Chiu, 2019). To overcome this problem and support the success of good communication in the classroom, politeness strategies are implemented (Fitriyani & Andriyanti, 2020).

The social distance between teachers and students is significantly affected by how involved they are with each other. Students may react differently to different statements made by the teacher. Teachers use various techniques to increase student and teacher participation during the teaching and learning process to avoid unpleasant student reactions. One way that teachers can do to support the maintenance of teacher-student relationships is by practicing politeness, because it is very important to build teacher behavior and expression during the teaching and learning process (Febriansyah et al., 2021). Politeness is a universal expression used by people from different languages and cultures. The level of comfort between speaker and listener in conversation will increase when both parties use several politeness (Mahmud, 2019). To facilitate easy and respectful relationships, knowing politeness strategies necessitates learning how people use certain languages during communication. Politeness is a notion developed by human society to reduce conflict during communication, a means for people to avoid conflict during communication, or simply a means of strategically avoiding disputes in any debating environment. According to Hanik et al. (cited in Febriansyah et al., 2021), the majority of teachers prefer to be nice in private.

Brown and Levinson's (1987) politeness theory is the best known. To minimize the threats faced by listeners, people use politeness strategies, according to Brown and Levinson

(1987). This is because when speaking, people often want to be accepted by others. Even though the goal of communication is to foster positive relationships with others, what if it actually poses a danger to confront, embarrass, or annoy the other person? To prevent conflict, polite strategies are used. As a result, language also influences the speech and behavior of the speaker himself (Wijayanti et al., 2020). Therefore, it is important to devise polite strategies to keep the listener's face on. Goffman (1955:338), on the other hand, describes phrases as positive images to be developed in social contact. In line with that, Yule (1996) sees politeness as a way to show concern for the listener's face. It can occur in circumstances of intense social distancing. In addition to what they will say, speakers need to consider how they will say it, including use of diction, intonation, and sentence structure. According to Holmes (2013), there are a number of social factors that can be used to assess linguistic politeness. Saving face is proven to also encourage students to learn during the teaching and learning process because politeness is a useful strategy (Rejeki et al., 2019).

There are 4 (four) types of politeness such as bald on record, off record, positive politeness and negative politeness. When speakers want to stop or at least reduce threatening behavior in front of listeners, they may choose the appropriate technique to employ. The first strategy is bald notes. This is the activity when the speaker turns to the audience to communicate their needs. According to research by Rahayuningsih et al. (2020), this strategy can be used when someone gives advice or issues orders by saying them loudly and explicitly. Positive politeness is the second type. The goal here is to make the listener look good. In order to feel appreciated by others, this can be shown by saving the listener's face. Moreover, it implies cooperation between speaker and listener. Students always respond well by recognizing the collaborative



role that teachers and students play in the learning process. The third is negative politeness. This tactic is designed to minimize interference with the listener's freedom of action and is directed at the listener's negative face. So it will seem awkward because the communication is formal. The speaker must respect the listener and try to avoid FTAs as this usually occurs when the speaker is of a lower status than the listener. This often happens in academic settings when students initially seek their teacher's permission. The off record strategy is in fourth place. It illustrates the cues that speakers send to listeners about their needs through action. This is achieved by ambiguous indirect speech acts. This often happens when the teacher gives unclear directions.

Politeness strategies are very important to use in everyday life, especially in the classroom. Interest to conduct research in this field is very high. In her article, Fitriyani (2020) applies Brown and Levinson's (1987) theory to identify politeness strategies used in class interactions. According to Rejeki (2019), both teachers and students use on-the-record and off-the-record communication techniques. This research also shows that learning a language involves more than just learning grammar and other language-related skills. Politeness strategies must also be taught to students because they are very important, especially when using language in everyday situations. The teaching and learning process is significantly influenced by the politeness method used by the teacher, according to research (Widiadnya, 2018; Rahayuningsih, 2020). To gain a deeper understanding, this study will examine the politeness strategies used by teachers and students in EFL class interactions based on previous research. Therefore, the researcher uses a qualitative-descriptive method with a literature study strategy, gathering information from publications in journals that are relevant to the research problem. It can provide responses to study problems, namely the politeness

strategies that teachers and students use in EFL classrooms and how they use them.

METHODS

The method used in this research is descriptive qualitative which focuses on solving problems through literature review based on literature studies. The descriptive-qualitative method is to describe the object of research using collected data or samples. Researchers as the main research instrument use data sources in the form of literature. Literature comes from articles, books, journals related to research topics. Researchers use library research methodology. Data for this strategy should be obtained from the library which collects information from books, articles, journals and other literary sources. The author is only looking for relevant academic material. This technique is used by researchers to gather resources, facts, and data to support their work. This is done to collect theoretical foundations and summarize findings from relevant topics, making it easier for writers to complete articles from related sources.

FINDING AND DISCUSSION

Researchers have collected data obtained from literature sources, namely journal articles to find out what politeness strategies are used by teachers and students in EFL classes and how these politeness strategies are used by teachers and students in EFL classes. This data will be analyzed by applying Brown and Levinson's (1987) politeness theory. According to Brown and Levinson (1987), there are four kinds of politeness strategies, including: bald on record, off record, positive politeness, and negative politeness.

1. Bald on Record

Using the bald note strategy to create good communication in classroom interactions, teachers and students can teach and learn in ways that promote interaction in communication. This tactic is used when something important needs to be said, so it is



distinguished from direct speech acts which allow the speaker to express his intention clearly (explicitly). When the speaker is stronger than the listener, you can use this technique (Brown & Levinson, 1987). Teachers can also exercise control over students in class interactions because of their position of authority.

They can then employ this kind of instruction. The following is a compilation of samples from talks between teachers and students that demonstrate the use of the bald on record strategy and its analysis:

1) T: Ok listen so that there will be no repetition. Are you ready?

S: Yes Ma'am

Here, the teacher instructs students to listen to the teacher in the listening section. The teacher says it directly so that the students understand what she is saying, also the students have to do it because the teacher has the power to make the students do what she orders, but the students are not offended because their relationship is maintained between the students and the teacher.

2) T: Good morning class

All student: Good morning teacher. The boys were (Singing and prolonging it)

T: okay enough!

The teacher said forcefully, "Okay enough." By using it, the teacher essentially put students' good faces in threat by putting their cute image and membership in communities with like interests and outlooks at threat. However, it can be explained by the fact that students, in an effort to be humorous, somehow put his negative face in threats, giving them the impression that they are not being taken seriously.

3) T: What was the error about? Go for a walk. So if you want to say "jalan-jalan", don't walking-walking, but have a?

The teacher can also provide instructions to guide students to answer the correct answer. Like when the teacher asks the students. Thus, the teacher gives instructions to respond to

'jalan-jalan' in English by saying "have a walk". In this case, the teacher tries to create more effective communication during the teaching and learning process.

4) T: Look at page 127, in your book.

S: Okay

Here, the teacher gives instructions so students answer "Okay". It shows that teacher can design their teaching by choosing politeness strategies at that time. However, students also respond to the teacher's instructions by selecting politeness strategies by giving their consent. In this case, politeness strategies create cooperation between teachers and students.

5) T: Good afternoon

S: Good afternoon

When the lesson is over, before leaving the class, the teacher says goodbye and the students also answer "good afternoon". It means that teacher and students display respectful behavior in their classroom interactions. Politeness strategies create cooperation between teacher and students.

6) T: Talking

S: wait wait teacher again! I didn't hear you

T: Sure, I can, but don't you think we can ask in a way better than this?

S: Can you please teacher?

T: Absolutely I can! (With enthusiasm)

The answer was said by a male student. Despite the fact that this was done to the teacher. He tried his best to answer with something that wasn't blatantly threatening to the students' faces. He used indirect questions to let him know that her answer was impolite in a good tone. When students correct their speech, the teacher responds enthusiastically to show students that using polite questions and respecting other people's faces is always better and appreciated.

7) S: project? What project?

T: Well [. . .] I would be surprised if you brought your project!



Here, the teacher clearly takes threatening actions with corrective actions by violating the quality maxim using sarcasm. She threatens her positive face by making her look ridiculous and making her feel embarrassed. However, while interviewing the teacher, she mentioned that she had never turned in any of her projects where she felt she did not respect her or take her seriously. So, what she did was save her own negative face that the student threatened.

8) T: Those three good boys come on, please move in front here.

Here, the teacher gives instructions to students to move forward. The instructions were carried out directly and firmly. So that students who get orders immediately carry out the orders given.

2. Off record

Off record is defined as an indirect politeness strategy that can have several interpretations depending on the listener's point of view. The off-record strategy is considered the most polite strategy because it allows the speaker to avoid responsibility for potentially damaging interpretations. The following is a list of teacher and student conversation excerpts that show the use of off-record strategies and their analysis:

1) T: (was explaining something on the board)

S: Teacher can I say something? I know you explained this two times now. But I still don't understand. Sorry for interrupting.

Student interaction with the teacher is explained as an unintentional request of politeness by violating the maxim of relation (interruption). The meaning behind it is asking the teacher to repeat the point.

2) T: Don't be noisy dear please; Listen up, follow the instruction and let us practice.

It occurs when the teacher starts the listening section. Some students may be busy talking to others. So the teacher asked the students not to be noisy. Even though it threatens the listener's face, the meaning behind it is for students to pay attention to the teacher

because learning has started, followed by instructions that guide students.

3) T: Tasya, let her read herself!

occurs when the teacher asks another student to read a sentence in a book, but the student has difficulty spelling it. So a friend named Tasya tried to help her finish it. But the teacher interrupted and a request was made to Tasya. Even though it looks threatening, there is meaning behind it, that is, the teacher wants the students to be independent and practice reading a lot to become fluent.

4) T: The full sentence.

It happens when the teacher asks students to make sentences but the students only write phrases on the board. So the teacher wants to remind that the instructions are to make complete sentences. Even though it threatens the meaning, the hidden meaning is that the teacher corrects student mistakes.

3. Positive Politeness

Positive politeness most often occurs in the form of instructions, orders, praise, greetings, requests for clarification, and giving opportunities. In general, this positive politeness strategy aims to make the speaker liked or accepted by other parties and protect the listener's face. So it's not wrong if in class interaction, most teachers and students use this strategy to create good interaction and communication during class learning. Here are some quotes that show positive politeness strategies:

1) "Yes teacher that's why."

It can be seen in the utterance that students use the word "teacher". That is the usage used by students to teachers (according to the title: teacher). Terms like teacher, madam, ma'am, etc. according to Brown and Levinson (1987, p.107) categorized as a strategy by using group identity markers. Hyakawa (1978) in Gan et al., (2015) explains that the term of address is used to define or classify the other person in a predetermined category. This strategy encourages them to establish polite communication and respect the teacher.



2) T: Is Shadi a group of people or one?

S1: one [. . .]

T: Great! Is Shadiaigirl?

S1: No

T: Very Good! He. So, what is the difference between He and She.

The expressions "Great" and "Very Good" can be classified as strongly agree with the listeners (Brown and Levinson, 1987, p. 104). Teacher often praise or appreciate students who contribute during learning activities, such as answering teacher questions, etc.

3) T: in these sentences where can you see gerund and where can you see infinitive?

S1: "I told him to close the door. "This is gerund.

S3: No, I will answer teacher

T1: Let's listen to S1 first. Then, everyone will share ideas. Okay. why do you think it is gerund?

S1: Because you have "to"

T: okay! Do you all agree?

Class: No!

S2: Gerund hasiing

S3: it's easy!

S1: yes yes ing [. . .] infinitive starts with "to"

T: yes well done! Maybe S1 is just confused because some verb patterns use both gerund and infinitive.

S1: yes teacher that's why.

T: So again, can someone explain the difference between gerund and infinitive?

S1: explained

The teacher and students seem to interact well. Students participate actively in class. The teacher does not directly tell the student that he is wrong. In fact, the teacher gives students the opportunity to think about it and explain the answer. Then, students allow their classmates to participate in the language production process. The teacher in this interaction did a great job even though it took a long time for the class to continue.

4) T: Did you bring your projects?

S1: yes teacher

S2: Teacher I finished my project, but I didn't bring it. I swear teacher I brought it. I can show you tomorrow the last time it was edited.

T: There is no need to do that I trust you and I know you are responsible enough to finish it on time. You can send it to me via email and I will print it for you.

Seeing the teacher's answer, the teacher does not want to threaten the positive face of students to be trusted and valued by asking to see the edit date. So, the student uses bail to save her face. At the same time, the teacher maintains a face of competence because the student is the smartest student in the class and always turns in assignments on time.

5) T: so you have to make sure that you speak in full sentences.

S1: but sometime not coming teacher

S1: teacher is this sentence correct?

T: well! Let's see if it is a full sentence. Where is the subject?

For example, the expression "Let's" when the teacher asks students to discuss something. The plural refers to the meaning of the whole class. This suggests that speakers can demand cooperative assumptions and there by increase FTA. In addition, this strategy is used when the teacher provides feedback or corrects student errors. To correct student errors, if for example, the teacher can use many possible ways, such as asking "Where is the subject?" The teacher does not immediately blame the student's answer but tries to solve it together.

6) T: From this sentence we can make a causative sentence right? The next one, after the subject you're going to put?

S: To be

T: Is it to be? Always to be? Come on

S: Causative verb

T: Correct. Nice

We can see in the conversation, the teacher asks for clarification, doesn't interrupt students and doesn't correct them. She uses questions instead of correcting and gives students the opportunity to reach answers on



their own feeling that he is building something and this is FSA so students don't feel embarrassed because she doesn't know enough. In fact, she felt productive and that she was the one constructing her answers and explaining them to the rest of her class.

4. Negative Politeness

Negative politeness strategies occur in class interactions. This strategy is reflected in the indirect requests made by teachers and students. These utterances are used to indirectly make polite requests to students. Speech like this implies that the teacher wants to show a good attitude which is seen as an indicator of politeness. Using indirect requests minimizes the request burden for listeners. Phrases like 'could you'; 'Can you'; 'May I'; or 'can I' which is assumed to be asking for something meant to express the indirectness of the utterance. Students made their request indirectly to show courtesy to their teacher who was older and had a higher institutional position than them. In addition, negative politeness also occurs in the use of polite sentences 'please'. These expressions can soften direct instructions to students. In addition, politeness strategies can be realized by providing suggestions or recommendations to listeners. It is a form of attention and courtesy. The following is a list of quotes that show the use of positive politeness strategies:

1) T: May I have one?

S: Yes

Actually, the teacher can do that without asking for approval first because the teacher has a stronger position than the student. However, the teacher chooses to ask for approval to minimize the burden of requests on students.

2) T: After causativeverb it should be?

S: Object

T: Ok object. Can you correct this?

S: Alright Ma'am

The phrase 'can you' has the meaning of an indirect request. It implies that the teacher wants to show a good attitude which is seen as an indicator of politeness.

3) T: Anyone wants to try to solve number 3?

S: Me Ma'am, Can I?

T: Okay thank you

Teacher and students show good and polite interactions by using indirect requests together. It shows a good and respectful relationship between teacher and students. In addition, the teacher provides opportunities for anyone to participate, while students ask for approval before answering.

4) T: Ok I will divide this class into 6 groups. So how to decide the groups?

S: What about counting Ma'am? Can we count?

T: Counting? Do you agree all of you?

S: yes Ma'am

T: Ok please count until 6

S: Sure Ma'am

As previously explained, negative politeness also occurs in the use of the polite phrase 'please'. These phrases can soften direct instructions to students. So that students cannot refuse the teacher's request.

5) T: Can I open this? (Pointing at the curtain)

S: Yes Ma'am. Should we open all?

T: Yes, class please open the curtain, we're no longer using the projector. We need the sunlight now.

The expression 'can I' has the meaning of an indirect request. It means that the teacher wants the students to open the curtains because it might be dark in the classroom or they need air from outside. This polite 'please' phrase can soften direct instructions to students. So that students cannot refuse the teacher's request.

CONCLUSION

The conclusion that can be drawn from the research that has been done is that the types of politeness strategies used by teachers and students include four types according to what was stated by the theory of Brown and Levinson (1987). According to them, negative politeness goes unrecorded. Teachers and students create



effective communication clearly. This is because they get their point across right away. In class interactions, the teacher uses this politeness strategy with the aim of giving instructions or directions to students so that later students will show politeness by accepting them. Off record is a very polite strategy that can be used by teachers to save students from embarrassment and conveying ambiguous messages even though it takes place indirectly. Negative politeness itself is defined as a form of the second most frequently used strategy after balding in interactions to ask politely and respectfully, usually followed by the phrase 'can'; 'Possible'; 'Can'; 'should'; 'Help'. Positive politeness can also be used by teachers to give instructions, praise and correct student mistakes, while positive politeness is manifested by students by greeting like "Mr" or "Mrs" to the teacher. The close distance between teachers and students will be the main factor underlying the preference for using certain strategies. Therefore, this article can be a helpful reference.

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HALAMAN INI SENGAJA DIKOSONGKAN