

**ANALYSIS OF POLITENESS STRATEGIES IN
ENGLISH COMMUNICATION AMONG EFL
STUDENTS AT UIN WALISONGO**

THESIS

Submitted in Partial Fulfilment of the Requirement for Degree of
Bachelor of Education in English Education Department



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MOTTO

"INDEED, WITH HARDSHIP COMES EASE."

(QS. AL-INSYIRAH: 6)

ABSTRACT

Title : **ANALYSIS OF POLITENESS STRATEGIES IN ENGLISH COMMUNICATION AMONG EFL STUDENTS AT UIN WALISONGO**

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This study investigates the use of politeness strategies in English communication among EFL students at UIN Walisongo, focusing on differences across proficiency levels and their relation to communicative and pragmatic competence. Data were collected through Discourse Completion Tasks (DCT) and interviews. The analysis categorizes students' responses based on Brown and Levinson's politeness theory, classifying utterances into Bald on Record, Positive Politeness, Negative Politeness, and Off-Record strategies. Findings indicate that Bald on Record is the most frequently used strategy across all proficiency levels, with Semester 3 students using it the most, while Semester 7 students employ more Positive and Negative Politeness. The study also reveals that students' L1 influences their politeness strategies in English, and their sociopragmatic knowledge affects their ability to use indirect and culturally appropriate politeness strategies. These results highlight the importance of integrating politeness awareness into EFL instruction to enhance students' communicative competence in cross-cultural interactions.

Keywords: *politeness strategies, EFL students, communicative competence, pragmatic competence, sociopragmatics*

DEDICATION

I would not have been able to complete this thesis without the motivation and support of those who have been an integral part of my journey. Simply writing their names would never be enough to express my gratitude. With sincerity and humility, I dedicate this thesis to:

1. My beloved father, Sukono, and mother, Suryani, as well as my grandparents, Ilman and Dayati, whose unwavering love and prayers have been my greatest strength.
2. My dear siblings, Benni and Anjani, who have always been my source of joy and motivation.
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The researcher,

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CHAPTER I

INTRODUCTION

This chapter provides a comprehensive introduction to the research, outlining several key aspects that establish the foundation of the study. It includes a discussion of the background of the research, which highlights the context and rationale behind the study. Additionally, this chapter presents the research questions that guide the investigation, the objectives that the study aims to achieve, and the significance of the research, which explains its potential contributions to the field.

A. BACKGROUND OF THE STUDY

Politeness is a crucial aspect of communication, particularly in academic settings such as universities where students and lecturers interact across a range of formal and informal contexts. In higher education, the ability to apply appropriate politeness strategies is not only a reflection of one's language proficiency but also

an indication of sociocultural awareness and communicative competence (Delahaie, 2015).

However, the realization of politeness can differ depending on various factors, including the students' cultural background, environment, and exposure to pragmatic norms (Miriti Gervasio et al., 2019). At UIN Walisongo Semarang, students come from diverse regions of Indonesia, each bringing their own sociocultural norms and ways of expressing politeness. Some of them also live in pesantren (Islamic boarding schools), where certain linguistic norms and politeness values may differ significantly from those in other environments.

These variations raise important questions about how students perform politeness in English communication, particularly when English is a foreign language that requires not only linguistic knowledge but also sociopragmatic competence.

In addition to cultural and social factors, many students struggle with speaking English, which can hinder their academic and professional development. Speaking difficulties are not limited to grammatical or lexical issues but also include challenges in applying pragmatic norms appropriately (Ismail et al., 2023).

Moreover, the social culture of the language also plays a significant role in shaping the way students speak English. For example, in some cultures, it is considered impolite to speak loudly or to interrupt others, while in other cultures, it is seen as a sign of respect (Gudykunst et al., 1988).

Therefore, it is essential to understand the social cultural norms of the language and how they affect students' speaking skills. Effective communication in English involves not only mastering grammatical structures and lexical items but also developing adequate sociopragmatic skills.

Among these, politeness plays a critical role in facilitating smooth and respectful interactions. As discussed by linguists like Brown and Levinson, politeness strategies such as positive and negative politeness are essential for maintaining social harmony and avoiding potential conflicts in communication. These strategies influence how individuals perceive and respond to each other, thereby impacting the effectiveness of spoken language (Johnson et al., 1988).

In language, politeness is a very important norm for maintaining social relationships and minimizing conflict. Norm and Politeness discusses how different social norms and politeness strategies are understood and used by students with varying levels of English proficiency. For example, in Javanese culture, strategies like “*sumanak*” (friendly) and “*tepa selira*” (considering the recipient’s position) can influence how students speak (Santoso, 2015).

Politeness in language encompasses the strategies used to consider individual and group values in a conversation.

Politeness strategies are the ways chosen to convey statements as politely as possible. There are four main types of politeness strategies which includes bald on record, negative politeness, positive politeness, and off record. These strategies are used to express messages to save the listener's face when desired (Johnson et al., 1988).

Sociopragmatic competence refers to the ability to use language in a way that is appropriate to the social context, taking into account the speaker's identity, the listener's expectations, and the social norms of the language (Kasper & Schmidt, 1996). However, many ESL learners lack this competence, which can lead to misunderstandings and miscommunications (Robbins, 1995),

This study aims to investigate students' difficulties in speaking English, with a particular focus on how they manage politeness strategies from a sociopragmatic perspective. By examining students across different semester levels, this research seeks to explore how their proficiency and background influence their pragmatic performance, especially in the use of politeness strategies in English.

The study will contribute to the existing body of knowledge on ESL learning and teaching by providing insights into the factors that influence students' difficulty in using politeness in English communication in sociopragmatic analysis. The study will also provide practical implications for teachers and learners, highlighting the importance of social and cultural sociopragmatic, and speaking skills aspects in English language teaching and learning.

In addition, the study will also explore the role of technology in facilitating language learning

and teaching. With the increasing use of technology in language learning and teaching, it is essential to investigate how technology can be used to support students' speaking skills development.

B. RESEARCH QUESTIONS

1. Is there a difference in speaking skills for the ability to use politeness strategies between/among students in UIN Walisongo Semarang with different levels of English proficiency?
2. What are the difficulties in using politeness by students of UIN Walisongo Semarang with different levels of English proficiency related to the use of politeness strategies and the sociopragmatic knowledge

C. RESEARCH OBJECTIVES

1. To find the difference in speaking skills for the ability to use politeness strategies between/among students in UIN

Walisongo Semarang with different levels of English proficiency.

2. To find the difficulties in using politeness by students of UIN Walisongo Semarang with different levels of English proficiency related to the use of politeness strategies and the sociopragmatic knowledge.

D. RESEARCH GAP

Although several previous studies have been conducted on politeness strategies, most of them focused only on identifying the types of strategies used in general contexts. For example, a study by Sofiana (2019) at UIN Walisongo analyzed politeness strategies used by male and female students in speaking class. While the study explored gender-based differences, it did not examine the use of politeness strategies in relation to students' English proficiency levels or their sociopragmatic challenges (Sofiana, 2019).

Therefore, this study aims to fill that gap by comparing the politeness strategies used by

students of different semesters. Semester 3, 5, and 7 at UIN Walisongo. In addition, this research also investigates the difficulties students face in applying politeness strategies, including lack of vocabulary, limited pragmatic awareness, and cultural influence from their first language. This focus has not been deeply explored in previous studies, especially within the same institutional context.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a comprehensive review of relevant literature, encompassing both theoretical perspectives and previous studies related to the topic. The theoretical review discusses key concepts and frameworks that serve as the foundation for this research, providing essential insights to support the analysis of the data. Meanwhile, the review of previous research examines prior studies in the field, highlighting their findings, limitations, and research gaps. By identifying these gaps and shortcomings, this study aims to build upon existing knowledge, refine the research focus, and contribute to a more comprehensive understanding of the topic.

A. PREVIOUS RESEARCH

Several previous studies have addressed the significance of politeness strategies in English communication, particularly in educational and intercultural contexts. Ryabova's article, *"Politeness Strategy in Everyday*

Communication," presented at the XV International Conference on Linguistic and Cultural Studies in 2015, delves into the intricate dynamics of politeness in everyday interactions, focusing particularly on how various politeness strategies are employed within English speech etiquette (Ryabova, 2015). Ryabova's study categorizes politeness strategies into positive politeness, negative politeness, and bald on record strategies, emphasizing their role in shaping interpersonal communication. These findings align with the present study, which investigates politeness strategies among UIN Walisongo students based on their English proficiency levels. Similarly, Dian Rahayuningsih, Mursid Saleh, and Sri Wuli Fitriati's article, *"The Realization of Politeness Strategies in EFL Teacher-Students Classroom Interaction,"* investigates the use of politeness strategies in English as a Foreign Language (EFL) classroom settings (Rahayuningsih et al., 2020). The dominance of direct communication in the classroom, as found

in their study, mirrors the findings in the current study where bald on record was the most frequently used strategy. The article *"We Want Fork but No Pork: (Im)Politeness in Humour by Asian Users of English as a Lingua Franca and Australian English Speakers,"* authored by Ian Walkinshaw and Andy Kirkpatrick, examines the interplay of politeness and humor in conversational exchanges (Walkinshaw & Kirkpatrick, 2020). Their emphasis on humor as a tool for politeness in ELF aligns with this study's interest in sociopragmatic competence for effective intercultural communication. Another relevant article is *"The Use of Politeness Strategies in the Classroom Context by English University Students"* by Mahmud (2019), which analyzes politeness strategies in academic settings and shows how pragmatic competence is linked to student interaction. This is closely related to the current study's analysis of politeness strategy use across semesters and proficiency levels (Mahmud, 2019). Lastly, *"Student-Teacher Email Requests:*

Comparative Analysis of Politeness Strategies Used by Malaysian and Filipino University Students” by AlAfnan and Cruz-Rudio (2023) compares how sociocultural norms influence politeness strategies in written academic communication. This supports the present study’s emphasis on how L1 and cultural background shape students’ pragmatic choices when using English (AlAfnan & Cruz-Rudio, 2023).

These five studies are aligned with the current research as they collectively emphasize the importance of politeness strategies in English communication across different contexts, cultures, and proficiency levels. Each study contributes insights into how politeness is realized linguistically and pragmatically, reinforcing the relevance of examining students’ sociopragmatic competence in an EFL setting. Ryabova and Rahayuningsih et al. highlight the dominance of bald on record strategies in everyday and classroom interactions, which corresponds with this study’s findings on students’ frequent use of

direct communication. Walkinshaw and Kirkpatrick provide a nuanced view of humor as a politeness strategy in intercultural contexts, supporting this research's focus on cross-cultural pragmatic awareness. Mahmud's exploration of politeness in university classroom discourse complements the present study's academic focus, while AlAfnan and Cruz-Rudio's comparison of cultural influences on email requests parallels the current investigation into how students' L1 and sociocultural background affect their politeness strategy choices. Altogether, these previous studies validate the significance of analyzing politeness strategies in relation to language proficiency and sociopragmatic knowledge, which are central to this thesis.

B. LITERATURE REVIEW

1. Sociopragmatic

According to Geoffrey Leech (1983), in his work "The Principles of Pragmatics" states that sociopragmatics is the intersection of

pragmatics and sociology. He explains that sociopragmatics focuses on how language use is influenced by specific social contexts. Leech emphasizes that to understand the meaning of an utterance, it is crucial to consider the social factors that affect communication (Leech, 1983).

2. Politeness strategies

According to Brown and Levinson (1987) there are four primary politeness strategies used to reduce the threat to the interlocutor's face in social interactions:

a. Bald on Record Strategy (Direct Strategy)

This strategy does not attempt to minimize the threat to the interlocutor's face. The speaker directly conveys the message without using language that spreads or reduces the impact. Brown and Levinson treat the bald on record strategy as speaking conformity with Grice's

Maxims In the framework of Cooperative Principles (CP) in 1975, there are four guiding principles known as maxims (Johnson et al., 1988).

b. Positive Politeness Strategy (Positive Politeness)

This strategy aims to make the interlocutor feel good about themselves. The speaker shows interest, agreement, and sympathy to reduce the threat to the interlocutor's face. There are 15 sub-strategies indicating positive politeness strategy (Johnson et al., 1988):

- a) Noticing and attending to the hearer
- b) Exaggerating (interest, approval, sympathy with hearer)
- c) Intensifying interest to hearer
- d) Using in-group identity markers, Seeking agreement
- e) Avoiding disagreement
- f) Showing common ground

- g) Joking
- h) Assert or presuppose speaker's knowledge of and concern for hearer's wants
- i) Using offer and promise,
- j) Being optimistic
- k) Including both the speaker and the hearer in the activity
- l) Giving or asking reason,
- m) Assuming reciprocity
- n) Giving gift to the hearer (goods, sympathy, understanding, and cooperation).

c. Negative Politeness Strategy (Negative Politeness)

This strategy seeks to respect the interlocutor's face by avoiding direct emphasis on the interlocutor and showing respect. The speaker avoids actions that could threaten the interlocutor's face. There are 10 sub-strategies indicating

negative politeness strategy (Johnson et al., 1988):

- a) Being conventionally indirect
- b) Using questions or hedges
- c) Being pessimistic
- d) Minimizing the imposition
- e) Giving deference
- f) Apologizing
- g) Impersonalizing speaker and hearer
- h) Stating the FTA as a general rule
- i) Nominalizing
- j) Going on record as incurring a debt, or as not indebteding the hearer.

**d. Off-Record Politeness Strategy
(Indirect Strategy)**

This strategy involves ambiguity in communication. The speaker does not directly convey a message that might threaten the interlocutor's face, leaving the interlocutor to interpret the intended meaning. There are sub-strategies

indicating off record strategy (Johnson et al., 1988):

- a) Giving hints
- b) Giving association clues
- c) Presupposing
- d) Understating or saying less than is required
- e) Overstating or giving information more than what is needed
- f) Using tautologies (uttering patent and necessary truth)
- g) Using contradictions
- h) Being ironic
- i) Using metaphor
- j) Using rhetorical questions that do not require any answer
- k) Being ambiguous
- l) Being vague
- m) Overgeneralizing and not naming the hearer or addressing him directly
- n) Displacing
- o) Being incomplete by using ellipsis.

3. Speaking skills

According to H. Douglas Brown in his 2004 work, speaking is defined as "a productive skill that can be directly and empirically observed" and is characterized by its interactive nature. He emphasizes that observations of speaking are influenced by the accuracy and effectiveness of a test-taker's listening skills, which can affect the reliability and validity of oral production tests (Brown, 2004)

4. Factors affecting speaking difficulties

According to Horwitz et al. (in Latif, 2015) developed a comprehensive theory regarding factors affecting speaking difficulties, particularly focusing on foreign language anxiety (FLA). This theory identifies three primary components of anxiety that contribute to challenges in speaking: communication apprehension, fear of negative evaluation, and test anxiety (Latif, 2015).

5. Communicative competence

According to Hymes (in Cetinavci, 2012) the concept of communicative competence encompasses the ability to use language appropriately within social contexts. This implies that, in addition to mastering grammar, individuals must also understand sociolinguistic and pragmatic aspects to communicate effectively (Cetinavci, 2012)

6. Pragmatic competence

States that pragmatic competence is very important in foreign language communication. According to Thomas (in Munir & Yavuz, 2024) a major source of communication breakdown occurs when listeners fail to grasp the speaker's intended meaning, even if the language used is grammatically correct. This pragmatic failure often leads to misunderstandings, especially in intercultural interactions where sociopragmatic norms differ. As Munir & Yavuz (2024) highlight, linguistic accuracy alone is insufficient; learners must also

develop the ability to navigate the contextual and cultural aspects of communication (Munir & Yavuz, 2024).

These insights are particularly relevant to the present study, which examines the use of politeness strategies among students at different proficiency levels. The findings indicate that students predominantly rely on bald on record strategies, suggesting that their L1 influences their politeness choices in English. This reflects the challenge of developing pragmatic competence alongside linguistic competence. Moreover, data from DCT and interviews confirm that lower-proficiency students struggle with politeness strategies, often being unaware of their function and application. This supports the argument that explicit instruction in sociopragmatic norms is essential for improving communicative competence in EFL learners. By integrating pragmatics into language teaching, students can better

navigate cross-cultural communication,
minimizing misunderstandings and enhancing
their overall proficiency.

CHAPTER III

METHOD OF RESEARCH

This chapter outlines the research methodology used to investigate the use of politeness strategies among EFL students at UIN Walisongo Semarang. It describes the qualitative descriptive design employed in this study, focusing on the data collection methods. The chapter also explains the rationale behind selecting this approach to explore how students at different levels of English proficiency apply politeness strategies and the challenges they face in communication. By providing a clear description of the research design and methods, this chapter sets the foundation for understanding how the study addresses its research questions.

A. RESEARCH DESIGN

The type of research used in this writing is descriptive qualitative research. Nawawi (2005) states that the qualitative descriptive method can be interpreted as a procedure or approach to solving research problems by presenting or

describing the condition of the object being studied (individuals, institutions, communities, factories, and others) as it actually exists based on actual facts at the present time (Nawawi & Martini, 2005). According to Sandelowski (2000), qualitative descriptive research is focused on providing a clear and comprehensive account of a phenomenon, which aligns with the objectives of this study. The aim is to describe the use of politeness strategies among students at UIN Walisongo Semarang, specifically examining how these strategies are applied in English communication by students with different levels of proficiency (Sandelowski, 2000).

This study employed a qualitative case study design. According to Simons (2009), a case study is an in-depth exploration from multiple perspectives of the complexity and uniqueness of a particular project, policy, institution, program or system in a real-life context (Simons, 2009).

The case study design was chosen because it allows the researcher to gain a deeper

understanding of how politeness strategies are used by EFL students at different proficiency levels in specific, naturally occurring communication situations.

B. RESEARCH SETTING

1. Time

The research was conducted from 2024 to 2025. The observation period lasted for several months, with intervals of months to collect data and perform analysis.

2. Location

The research was conducted offline and online through role-plays, and interviews consisting of college students from UIN Walisongo Semarang to obtain more accurate and representative data.

C. PARTICIPANTS

The selection of participants used random sampling techniques. Simple random sampling is a common survey sampling method, providing a

good estimate of population proportions (Kosuke Imai, 1998).

The research participants were college students from UIN Walisongo Semarang students to obtain more accurate and representative data. The participants consist of six EFL students, with three at the beginner level from the 3rd semester, three at the intermediate level from the 5th semester, and three at the advanced level from the 7th semester. The purpose of this selection was to represent three different levels of English proficiency within the same academic environment and to allow comparison of their use of politeness strategies.

This relatively small sample size is appropriate in qualitative research, especially within a case study design, because the focus is not on generalizing findings to a wider population but rather on gaining deep, detailed, and contextual understanding of how politeness strategies are used and what difficulties students face. According to Creswell (2012), qualitative research

typically involves a small number of participants selected intentionally to explore a central phenomenon in depth (Creswell, 2012). Similarly, Simons (2009) emphasizes that case studies often focus on a few individuals who are studied comprehensively to uncover patterns and meaning in real-life settings (Simons, 2009).

D. RESEARCH FOCUS

This study focuses on investigating the use of politeness strategies in English communication among students at UIN Walisongo Semarang, with a particular emphasis on how their English proficiency levels influence their sociopragmatic competence. Specifically, the research aims to explore the differences in politeness strategies across students in different semesters (Semester 3, 5, and 7), examining how their background, cultural influences, and exposure to language learning affect their ability to apply politeness strategies in English. The study also seeks to understand the challenges faced by students in

using appropriate politeness strategies, considering the role of sociocultural norms and the influence of their first language (L1). By analyzing the students' use of politeness strategies, this study aims to provide insights into the interplay between linguistic proficiency and sociopragmatic competence, contributing to a deeper understanding of how politeness is communicated in English within an Indonesian EFL context.

E. DATA COLLECTION

1. Primary data

Primary data is collected directly by the researcher through several techniques such as discourse completion tasks and interview questions. In this study, the researcher used primary data in the form of discourse completion task with role-play scenario and interview questions as follow:

a. Discourse Completion Task (Role-play)

In this research, the Discourse Completion Task (DCT) was used as the primary instrument to collect data on students' use of politeness strategies in specific social contexts. DCT is a widely used tool in pragmatics and sociolinguistic research to investigate how individuals perform speech acts such as requests, refusals, or apologies. It consists of short written prompts or scenarios representing everyday communicative situations, and participants are asked to respond naturally based on the given context.

According to Blum-Kulka, House, and Kasper (1989), DCTs are effective in eliciting speech act realizations across cultures and proficiency levels because they allow the researcher to

control the context while still observing natural language use (Blum-Kulka et al., 1989). In the context of second language learning, Roever (2005) further emphasizes that DCTs are suitable for assessing pragmatic competence because they simulate real-life situations and allow learners to demonstrate their sociopragmatic awareness in a structured yet flexible manner. Therefore, DCT was chosen in this study to explore how students of different proficiency levels apply politeness strategies when responding to common communication scenarios (Röver, 2005).

According to Carsten Roever (2022) in his book "Teaching and Testing Second Language Pragmatics and Interaction," Roever discusses various methods for assessing pragmatics, including role plays. He

categorizes role plays into different types and outlines their target features, scenarios, and procedural guidelines for implementation. This method allows learners to practice real-life interactions, thereby enhancing their pragmatic skills (Roever, 2022).

Below is the roleplay scenario used for the initial data collection. This scenario was designed to illustrate interactions that reflect the use of politeness strategies in various communication situations. The data obtained from this roleplay were analyzed to identify the politeness strategies employed by the participants based on the predetermined categories:

- a) You are at a fancy restaurant where the ambiance is elegant, and the waiter is younger than you and you want to complain because the

menu you ordered is different from
the menu that arrived

- b) You are in the post office and filling out a form when your pen dies. There is a woman about your age right next to you. She has just finished filling out her form and is folding it. You would like to borrow her pen. What do you say?
- c) You are meeting your friend at the canteen after class. They have borrowed your smartwatch for a month. You want to take it because your friend has borrowed it for too long, how do you talk to her?
- d) You are a meeting leader, you suddenly have obstacles on the road so you can't come at the right time, how do you talk to your client?
- e) You are in a university library, looking for a specific book. You

notice a fellow student who seems knowledgeable about the library's layout. You are looking for a book entitled "understanding sociopragmatic" how do you talk to her?

Additional scenarios were designed for the second and third data collection phases, where participants responded in both Indonesian and English for comparison purposes. These scenarios aimed to examine whether language choice influenced the use of politeness strategies among participants. Below are the scenarios used for these subsequent data collection phases.

- a) You are in a classroom or meeting room. It is very cold outside, and the cold wind is coming through an open window. You want to ask a

classmate or colleague to close the window. How would you say it in Indonesian, and how would you say it in English?

- b) How would you describe the appropriate way to apologize when you make a mistake to someone of the same age? How do you apologize politely in Indonesian? How do you apologize in English?
- c) If someone you just met asks for your number, but you don't want to give it, how would you refuse in Indonesian? How would you say it in English?

The second DCT data collection was conducted one week after the first DCT data collection. This phase was carried out simultaneously with the interview sessions. The purpose of this second data collection was to examine

whether there were any changes in the participants' use of politeness strategies over time and to compare their responses in different language contexts.

The decision to collect data in both Indonesian and English aims to provide a more comprehensive understanding of the different politeness strategies employed in each language. Indonesian is used to examine politeness strategies in the context of students' local cultural norms, while English is used to analyze their ability to apply politeness strategies in intercultural communication, especially in the context of foreign language learning.

It is important to investigate both languages because students at UIN Walisongo Semarang interact in two linguistically and culturally distinct languages. In Indonesian, their native language, students are likely more accustomed to using politeness that aligns with formal or culture-based social values in everyday interactions. In contrast, when using English, which they learn as a foreign language, they face challenges in adapting to international politeness norms that may vary across cultures. By comparing the use of politeness strategies in both languages, this study aims to understand how language and sociocultural factors influence students' communication. This comparison also helps identify the difficulties they encounter when trying to adopt appropriate politeness

strategies according to the context and culture in English.

b. Interview

Interviews are one of the most widely used tools in qualitative research to collect in-depth data that cannot be directly observed. Creswell (2012) states that interviews are essential for exploring participants' inner experiences, thoughts, and motivations (Creswell, 2012). In this study, interviews were used to support the DCT results and to find out the reasons behind the students' use or lack of use of certain politeness strategies.

One week after the initial DCT data collection, interviews were conducted simultaneously with the second DCT data collection. The purpose of these interviews was to explore participants'

knowledge of politeness. Below are the interview questions used in this stage of the study.

- a) How often do you use polite language, and in what situations?
- b) How do cultural differences influence your understanding and application of politeness in communication? Is the politeness culture in your area different from other regions?
- c) Can you give an example of how you adjust your language based on your relationship with the person you are speaking to?
- d) How do you adjust your language when speaking to someone with a higher social position?
- e) In your opinion, what makes a request sound polite or impolite? Can you give an example?

f) What phrases or expressions do you consider important for politeness in English conversations?

2. Secondary data

Secondary data was obtained by the researcher from existing sources, such as articles, government publications, books, internal records of a company/organization, and other sources. Secondary data is usually collected by someone else for a different purpose and is used as supplementary data in research. Secondary data is used if primary data cannot fully answer the existing problems, as collecting primary data again would take more time and be more costly. Secondary data is data obtained by researchers indirectly from other sources, rather than from the research object itself.

According to Cohen, Manion, and Morrison (2017), secondary data refers to

information that has already been collected for other purposes but is re-analyzed to answer different research questions. In this study, secondary data included the theoretical framework and previous research used to support the analysis (Cohen et al., 2017).

F. RESEARCH INSTRUMENT

1. Discourse completion task (role-play scenario)

Discourse Completion Task (DCT) is a commonly used method in pragmatic research to elicit participants' responses to given social situations. According to Blum-Kulka, House, and Kasper (1989), DCTs are one of the most effective tools to investigate how speakers realize speech acts in different contexts, especially in cross-cultural and interlanguage settings (Blum-Kulka et al., 1989).

2. Interview

Interview is used to obtain more detailed information about participants' thoughts and experiences. Creswell (2012) explains that interviews are widely used in qualitative research to explore participants' internal beliefs, perceptions, and reasons behind their responses. This study used semi-structured interviews to understand students' awareness, challenges, and reasoning in using politeness strategies (Creswell, 2012).

3. Coding sheet

In this study, a coding sheet was used as a supporting tool to systematically analyze the qualitative data obtained from the Discourse Completion Task (DCT) and interviews. The coding sheet enabled the researcher to categorize students' utterances based on Brown and Levinson's (1987) politeness strategy framework, including Bald on Record, Positive Politeness, Negative Politeness, and Off-Record.

According to Adu (2019), utilizing a structured coding sheet enhances the transparency and reliability of qualitative data analysis by providing a clear framework for identifying patterns and themes. This approach ensures consistency in coding and aids in the development of meaningful interpretations from the data (Adu, 2019).

Furthermore, Nowell et al. (2017) emphasize that a well-designed coding process is crucial for maintaining the rigor of qualitative research, particularly when analyzing complex social interactions. By systematically applying codes to the data, researchers can uncover underlying themes and gain deeper insights into participants' communicative behaviors (Nowell et al., 2017).

G. DATA ANALYSIS

The data obtained from this study were analyzed qualitatively and quantitatively to

examine the politeness strategies employed by students across different proficiency levels. The analysis process involved several key steps. The data analysis process in this study followed several structured steps to ensure accuracy and validity. The primary data were collected using a Discourse Completion Task (DCT), which provided dialogues from participants based on different scenarios. The DCT data were categorized into three main tables:

1. First DCT Table collected initially, containing participants' responses in English.
2. Second DCT Table conducted one week after the first DCT, where participants responded in Indonesian for the same scenarios.
3. Third DCT Table collected one week after the first DCT, but responses were in English again, ensuring consistency and allowing for comparative analysis.

After collecting the DCT responses, the data were systematically categorized based on Brown and Levinson's (1987) politeness

strategies framework. Each response was classified into one of the four politeness strategies: Bald on Record, Positive Politeness, Negative Politeness, and Off-Record. This categorization aimed to identify patterns in students' use of politeness strategies across different proficiency levels.

To enhance the reliability of the analysis, the categorized data were validated by an expert lecturer (validator). This validation process was conducted to minimize potential errors and ensure that the classification of politeness strategies was accurate. The validation was performed by cross-checking the categorized data with theoretical frameworks and expert judgment. Below is an example of a validated data table:

Participant 1

Major / Semester : PBI 7

Date of Role Play : Friday, November 20
2024

Scenario	Dialogue	Politeness Strategies	Comment	Validity	
				v	i
Scenario 1	"Sorry, this is not my order, I ordered chicken nuggets with spicy sauce but this one came without sauce here. Can you take back this order? I will wait for my order to be replaced, thank you."	Negative Politeness (N)	Apologizing Using questions or hedges Minimizing the imposition		
Scenario 2	"Excuse me, can I borrow your pen please? Because my pen cannot be used."	Bald on Record (B)	Direct request		
	"Excuse me, have you filled the form? If you have filled the form, may I borrow your pen to fill my form because the pen can't work properly? Thank you."	Negative Politeness (N)	Using Questions or hedges Minimizing the imposition		
Scenario 3	"Hello lida, how are you? We don't see each other for a long time. Can I take back my smartwatch because I want to use it?"	Positive Politeness (P)	Noticing and attending to the hearer Giving reason		
Scenario 4	"I'm so sorry, I face some obstacles last time when I'm on my way coming here, so I'm late and I'm really sorry I can't come on time and make you wait for a long time."	Negative Politeness (N)	Apologizing Minimizing the imposition		
Scenario 5	"Excuse me, sorry for bothering your time, I'm Revina student from English Education Departmen, I have difficulties to find a book, would you help me to find it?"	Negative Politeness (N)	Using questions or hedges Minimizing the imposition		

One week after the initial DCT data collection, an interview was conducted to assess participants' knowledge and understanding of politeness strategies. This interview aimed to determine the students' politeness strategies. The collected data is analyzed using thematic analysis.

According to Braun & Clarke (2006), thematic analysis is a way to identify patterns or find themes through the collected data. Thematic analysis is used to analyze qualitative data, such as data obtained from in-depth or semi-structured interviews (Braun & Clarke, 2006).

Thematic analysis involves several stages, including understanding the data, organizing the data, presenting the data, making conclusions, verifying, and connecting theory. The initial stage is understanding the data, where the researcher must get to know the data collected before performing further analysis. Then, the data is grouped and presented in a format that is easy to understand.

After that, the researcher makes conclusions and verifies to ensure that the analysis results match the collected data. Thematic analysis is also used in qualitative research that aims to understand a particular phenomenon. For example, in a study that investigates researchers' information literacy when using open access,

thematic analysis is used to identify themes related to open access usage, such as understanding of open access, institutional repository, publication and dissemination, and information searching thus, thematic analysis helps researchers to understand patterns and themes related to the phenomenon being studied.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research findings and their discussion. The findings aim to answer the research questions by providing evidence gathered from the study. Meanwhile, the discussion section offers an in-depth analysis and interpretation of these findings, highlighting their significance in relation to the research objectives

A. The difference in speaking skills for the ability to use politeness strategies between/among students in UIN Walisongo Semarang with different levels of English proficiency

This study collected data from three primary instruments: the discourse completion task (DCT) through role play scenarios, which provided dialogue-based data; interviews, which offered insights into participants' knowledge of politeness as well as excerpts from selected interview responses; and a Likert scale, which measured participants' perceptions of the

politeness level of specific utterances. Following the data collection and analysis of participants from semesters 7, 5, and 3, several noteworthy patterns emerged regarding the use of politeness strategies. Each group exhibited differences in their approach to politeness, suggesting that English proficiency level play a role in shaping how students apply politeness strategies in communication. To illustrate these findings more clearly, the following tables present the distribution of politeness strategies as identified through the DCT and interview data for each group of students.

1. Differences in the use of politeness strategies in the first Discourse Completion Task data.

The data collection for the first discourse completion task was conducted during the first week of the study. The results indicate that students across all semester levels employed a variety of politeness

strategies. Students from semester 7, semester 5, and semester 3 demonstrated the use of different politeness strategies in their communication. However, there were noticeable differences in the patterns of politeness strategy usage among the semester levels, highlighting variations in their communication preferences and tendencies.

Discourse completion tasks data 1				
Semester	Bald on Record	Positive Politeness	Negative Politeness	Off-Record
Semester 7	6	2	8	0
Semester 5	7	0	8	0
Semester 3	10	0	5	0

Table 1. First Discourse Completion Task (English language)

The data from the first discourse completion task indicate that the use of positive politeness was only found in the role-play dialogues of semester 7 students, whereas students from semester 5 and

semester 3 did not use positive politeness strategies at all. The following are several examples along with an analysis explaining why the participants employed positive politeness strategies in their responses.

Example 1

Participant 1

Major / Semester : PBI 7

Date of Role Play : Wednesday, November 20 2024

Scenario	Dialogue	Politeness Strategies	Comment	Validity	
				v	i
Scenario 3	“Hello Ilda, how are you? We don't see each other for a long time, Can I take back my smartwatch because I want to use it?”	Positive Politeness (P)	Noticing and attending to the hearer Giving reason	✓	

In this dialogue, the participant employs positive politeness strategies by using the sub-strategies of noticing and attending to the hearer, as well as giving a reason. The utterance begins with a greeting and a question about the hearer's well-being, 'Hello Ilda, how are you? We don't see each

other for a long time,' which serves as a way to show attention and acknowledge the hearer. The participant then provides a reason for the request, 'Can I take back my smartwatch because I want to use it?' which helps to make the request sound more polite and considerate.

Example 2

Participant 3

Major / Semester : PBI 7B

Date of Role Play : Wednesday, November 20 2024

Scenario	Dialogue	Politeness Strategies	Comment	Validity	
				v	i
Scenario 3	"Hi Ilda, how are you? do you still remember that you have borrowed my SmartWatch last month, and could you please return it back tomorrow? because I need the smartwatch."	Positive Politeness (P)	Noticing and attending to the hearer Giving reason	✓	

In this dialogue, the participant employs positive politeness strategies by using the sub-strategies of noticing and attending to the hearer, as well as giving a reason. The utterance begins with a greeting and acknowledgment, 'Hi Ilda, how are you?'

which demonstrates attentiveness to the hearer. Additionally, the phrase 'because I need the smartwatch' provides a reason for the request, reinforcing the use of positive politeness.

Regarding the use of other politeness strategies, all semester levels employed both Bald on Record and Negative Politeness strategies. However, Bald on Record emerged as the most frequently used strategy across all groups. In terms of overall frequency, semester 7 students used Bald on Record the least, followed by semester 5 students, who used it more than semester 7 but less than semester 3. Meanwhile, semester 3 students exhibited the highest use of Bald on Record compared to the other two groups. To illustrate the use of Bald on Record, the following section presents examples from the collected data, accompanied by descriptive analyses.

Example 1

Participant 1

Major / Semester : PBI 7

Date of Role Play : Wednesday, November 20 2024

Scenario	Dialogue	Politeness Strategies	Comment	Validity	
				v	i
Scenario 2	"Excuse me, can I borrow your pen please? Because my pen cannot be used."	Bald on Record (B)	Direct request	✓	

In this dialogue, the participant employs the bald on record strategy, which is a direct politeness strategy. The utterance 'Excuse me, can I borrow your pen please? Because my pen cannot be used.' directly conveys the request without additional mitigation, making it a clear and straightforward expression of the speaker's need.

Example 2

Participant 2

Major / Semester : PBI 7

Date of Role Play : Wednesday, November 20 2024

Scenario	Dialogue	Politeness Strategies	Comment	Validity	
				v	i
Scenario 1	"Please replace my menu with a menu that is appropriate to the menu I ordered."	Bald on Record (B)	Direct complaint	✓	

In this dialogue, the participant employs the Bald on Record strategy, which is a direct politeness strategy. The utterance 'Please replace my menu with a menu that is appropriate to the menu I ordered' directly conveys the speaker's request without any additional mitigation or softening devices

The use of negative politeness strategies is also evident in the data collected. Among the three groups, semester 7 students exhibited the highest use of negative politeness strategies, followed by semester 5 students, while semester 3 students

demonstrated the least use of these strategies. To gain a clearer understanding of how participants employed negative politeness in their interactions, the following section presents examples from the collected dialogues along with an analysis of their application.

Example 1

Participant 1

Major / Semester : PBI 7

Date of Role Play : Wednesday, November 20

2024

Scenario	Dialogue	Politeness Strategies	Comment	Validity	
				v	i
Scenario 1	“Sorry, this is not my order, I ordered chicken nuggets with spicy sauce but this one came without sauce here. Can you take back this order? I will wait for my order to be replaced, thank you.”	Negative Politeness (N)	Apologizing Using questions or hedges Minimizing the imposition	✓	

In this dialogue, the participant employs negative politeness strategies by using several sub-strategies, namely

apologizing, using questions or hedges, and minimizing the imposition. The utterance begins with an apology, 'Sorry, this is not my order,' which serves to soften the complaint. The participant then uses a hedge in the form of a question, 'Can you take back this order?' to make the request less direct. Finally, the statement 'I will wait for my order to be replaced, thank you' minimizes the imposition, indicating the speaker's effort to be polite while addressing the issue.

Example 2

Participant 2

Major / Semester : PBI 7

Date of Role Play : Wednesday, November 20 2024

Scenario	Dialogue	Politeness Strategies	Comment	Validity	
				v	i
Scenario 5	"I'm sorry for interrupting your time, can you help me to look for a book and the title is 'Understanding Sociopragmatic' please?"	Negative Politeness (N)	Apologizing Using questions or hedges Minimizing the imposition	✓	

In this dialogue, the participant employs negative politeness strategies by utilizing several sub-strategies, namely apologizing, using questions or hedges, and minimizing the imposition. The utterance begins with an apology, 'I'm sorry for interrupting your time,' which serves to acknowledge the potential inconvenience caused. The participant then uses a hedge in the form of a question, 'Can you help me to look for a book...?' making the request less direct. Lastly, the phrase 'please' at the end of the sentence further minimizes the imposition, reinforcing the participant's effort to maintain politeness while making a request.

2. Differences in the use of politeness strategies in the Indonesian Discourse Completion Task data.

During the second week, data collection was conducted using a discourse completion task (DCT) through different role-

play scenarios. This data collection process was carried out simultaneously with the interview sessions to ensure a comprehensive understanding of the participants' use of politeness strategies. A total of three scenarios were provided, and participants were required to respond in both Indonesian and English for each scenario. The collected data consisted of dialogues in both languages, which serve as the basis for further analysis in the following sections.

Discourse completion tasks indonesian language				
Semester	Bald on Record	Positive Politeness	Negative Politeness	Off-Record
Semester 7	8	0	1	0
Semester 5	8	0	0	1
Semester 3	8	0	0	1

***Table 2. Second Discourse Completion Task
(Indonesian language)***

One notable difference found in the data using the Indonesian language is that

negative politeness strategies were only employed by students in semester 7, whereas students in semester 5 and semester 3 did not use them at all. This indicates a distinctive pattern in the application of politeness strategies across different semester levels. The following section presents examples of negative politeness usage, accompanied by an analysis of how these strategies were applied in the given contexts.

Example 1

Participant 3

Major / Semester : PBI 7

Date of Role Play : Thursday, November 28 2024

Scenario	Indonesian languages	Politeness strategies	Validity	
			v	i
Scenario 1	“permisi, boleh minta tolong tutup jendela kak? anginnnya dingin banget soalnya, terima kasih sebelumnya”	Negative politeness	✓	

The dialogue employs negative politeness as a politeness strategy, incorporating the sub-strategies of using questions or hedges and minimizing the imposition. The phrase "*boleh minta tolong tutup jendela kak?*" demonstrates using questions or hedges, as the speaker frames the request in the form of a question rather than a direct command, making it less imposing and

more tentative. Additionally, minimizing the imposition is evident in the justification "*anginnya dingin banget soalnya*", where the speaker provides a reason for the request, making it seem more necessary and reducing the potential burden on the hearer. The use of "*permisi*" and "*terima kasih sebelumnya*" further softens the request, reinforcing politeness and respect in the interaction.

A second notable difference is that the use of off-record politeness strategies is observed exclusively among semester 5 and semester 3 students, while semester 7 students do not use off-record strategies at all in their dialogues. This distinction highlights a variation in politeness strategy preferences across different academic levels. Before proceeding with specific examples and their respective analyses, this difference will be further explored to understand its implications within the context of politeness in communication

Example 1

Participant 4

Major / Semester : PBI 5

Date of Role Play : Thursday, November 28 2024

Scenario	Indonesian languages	Politeness strategies	Validity	
			v	i
Scenario 3	“maaf ya, tapi kalau nomer telepon kayaknya terlalu privasi deh bisa engga kalau di platform lain”	Off-record (O)	✓	

The dialogue employs off-record politeness strategy, as the speaker avoids directly refusing the request and instead provides an implicit reason to decline. The phrase *"maaf ya, tapi kalau nomer telepon kayaknya terlalu privasi deh"* demonstrates being vague, as the speaker does not explicitly say "I won't give my number" but instead implies that sharing a phone number is too

private. Additionally, the phrase "*bisa enggak kalau di platform lain*" serves as giving hints, as the speaker indirectly suggests an alternative rather than outright rejecting the request. By using this strategy, the speaker maintains politeness while avoiding a potentially face-threatening act.

Example 2

Participant 8

Major / Semester : PBI 3

Date of Role Play : Thursday, November 28 2024

Scenario	Indonesian languages	Politeness strategies	Validity	
			v	i
Scenario 1	“ehm anginnya rada dingin ga sih? jendelanya dibuka sih ya”	Off-record (O)	✓	

The dialogue utilizes off-record politeness strategy, as the speaker conveys the request indirectly rather than making an

explicit demand. The phrase "*ehm anginnya rada dingin ga sih?*" functions as a rhetorical question, subtly implying discomfort due to the cold wind without directly asking for the window to be closed. Additionally, the statement "*jendelanya dibuka sih ya*" serves as a hint, leading the hearer to infer the speaker's intended request. By using this indirect approach, the speaker avoids placing direct pressure on the hearer, allowing them to respond voluntarily and maintain conversational politeness. All semesters equally use Bald on Record with the same frequency and do not use Positive Politeness at all.

3. Differences in the use of politeness strategies in the second Discourse Completion Task data.

Discourse completion tasks data 2				
Semester	Bald on Record	Positive Politeness	Negative Politeness	Off-Record
Semester 7	6	0	3	0
Semester 5	7	0	2	2
Semester 3	7	0	1	1

Table 3. Second Discourse Completion Task (English language)

In the second week of data collection, in addition to gathering dialogues in Indonesian, this study also collected data from the second discourse completion task (DCT), which was conducted in English. The findings from this analysis indicate a difference in the use of politeness strategies, particularly in the application of Off-Record strategies. Off-Record was only found in the responses of students from semester 5 and semester 3, whereas students from semester 7 did not use this strategy at all. These findings provide insight into how students from different semester levels apply politeness strategies in

English communication. The following examples will illustrate the use of Off-Record in this dataset, accompanied by a more detailed analysis.

Example 1

Participant 5

Major / Semester : PBI 5

Date of Role Play : Thursday, November 28 2024

Scenario	English language	Politeness strategies	Validity	
			v	i
Scenario 1	“whoosh... it’s freezing, don’t you think? would you mind to close the windows? it’s getting cold in here”	Off record (O) Bald on record (B)	✓	

The dialogue utilizes off-record politeness strategy, as the speaker indirectly conveys the request without explicitly stating

it. The phrase "whoosh... it's freezing, don't you think?" serves as a hint, allowing the listener to infer that the speaker finds the room uncomfortably cold. Additionally, the question "would you mind to close the windows?" employs rhetorical questioning, making the request less direct and giving the listener the option to interpret it as a suggestion rather than an imposition. By using these indirect cues, the speaker softens the request, making it appear less demanding while still communicating the intended message.

Example 2

Participant 6

Major / Semester : PBI 5

Date of Role Play : Thursday, November 28 2024

Scenario	English language	Politeness strategies	Validity	
			v	i
Scenario 3	"Sorry, but I don't feel comfortable sharing my number"	Off-record (O)	✓	

The dialogue employs negative politeness as a politeness strategy, specifically utilizing the sub-strategies of being pessimistic and giving deference. The phrase "Sorry, but I don't feel comfortable sharing my number" reflects being pessimistic, as the speaker indirectly conveys their refusal rather than outright rejecting the request, making the response appear softer and less confrontational. Additionally, giving deference is shown through the apologetic tone with "Sorry", which acknowledges the

request while maintaining politeness and respect toward the hearer. This strategy helps the speaker refuse in a way that minimizes potential offense and maintains social harmony.

The use of Bald on Record politeness strategy was observed across all semester levels, with semester 7 students using it the least, followed by semester 5, while semester 3 students exhibited the highest frequency, equal to semester 5. This indicates a notable pattern in the preference for direct communication among students, particularly those in the lower semesters. The examples below illustrate instances of Bald on Record usage based on the data collected from the second Discourse Completion Task (DCT). These examples will be followed by an analysis to further explain how this strategy was employed in different contexts.

Example 1

Participant 1

Major / Semester : PBI 7

Date of Role Play : Thursday, November 28 2024

Scenario	English language	Politeness strategies	Validity	
			v	i
Scenario 3	"I'm sorry, I cannot share my phone number, it is my privacy. Maybe if you have something to discuss with me, can we just share or chat using social media?"	Bald on record (B)	✓	

The examples above demonstrate the use of the bald on record politeness strategy, which is characterized by direct and explicit speech. In Example 1, the participant directly states their refusal to share their phone number

by saying, "I'm sorry, I cannot share my phone number; it is my privacy. Maybe if you have something to discuss with me, can we just share or chat using social media?" This statement clearly conveys the refusal while still offering an alternative.

Example 2

Participant 7

Major / Semester : PBI 3

Date of Role Play : Thursday, November 28 2024

Scenario	English language	Politeness strategies	Validity	
			v	i
Scenario 3	"Sorry, I can't share my number because that's my privacy."	Bald on record (B)	✓	

In Example 1, the participant refuses to share their phone number by stating, 'Sorry, I can't share my number because that's my privacy.' This response clearly expresses

refusal without attempting to soften the statement.

Negative politeness is also employed by students across all semesters, with Semester 7 students demonstrating the highest usage of this strategy. In contrast, Semester 5 and Semester 3 students use negative politeness less frequently than Semester 7, with both groups exhibiting the same level of usage. This pattern suggests a variation in politeness strategy preferences among different proficiency levels, which will be further illustrated through specific examples and their respective analyses.

Example 1

Participant 2

Major / Semester : PBI 7

Date of Role Play : Thursday, November 28 2024

Scenario	English language	Politeness strategies	Validity	
			v	i
Scenario 3	"I'm sorry, I don't share my phone number because it's very private and is only for my closest contacts."	Bald on record (B)	✓	

In this dialogue, the speaker employs negative politeness to soften their refusal and maintain social harmony. The apologizing strategy is evident in the phrase "So sorry, I don't mean to be rude or anything," which serves to acknowledge the potential face-threatening nature of the refusal. The use of hedges, such as "I don't mean to be rude or

anything," helps to make the statement less direct and mitigate the potential for offense. Additionally, minimizing the imposition is achieved by offering an alternative, "But if you want to know me, you can follow my Instagram," which provides a less personal means of communication while still maintaining politeness in the interaction.

Example 2

Participant 5

Major / Semester : PBI 5

Date of Role Play : Thursday, November 28 2024

Scenario	English language	Politeness strategies	Validity	
			v	i
Scenario 2	"I'm sorry. I didn't do that in purpose. I apologize, I didn't mean to do that"	Negative politeness (N)	✓	

The dialogue demonstrates the use of negative politeness as a politeness strategy, specifically through the sub-strategies of apologizing, using hedges, and minimizing the imposition. The speaker explicitly apologizes by saying "I'm sorry" and "I apologize," which reflects the apologizing

sub-strategy. The phrase "I didn't do that on purpose" serves as a hedge, softening the statement and reducing the potential for offense. Additionally, the expression "I didn't mean to do that" further minimizes the imposition by emphasizing that the action was unintentional, helping to maintain a respectful and considerate tone in the conversation.

4. Differences of Students' Understanding of Politeness Across Semesters

Interview data shows that 7th semester students demonstrate a higher awareness of using polite language compared to 5th and 3rd semester students. They actively apply polite language in daily interactions, especially when communicating with lecturers, parents, and older individuals. Additionally, they are more accustomed to using polite expressions in English, such as "Could you kindly...?" and "Would you please...?" to ensure that their requests sound polite. When speaking to

someone of higher social status, they avoid using the words *aku* and *kamu*, replacing them with *saya* and *Anda* to maintain politeness.

On the other hand, 5th semester students also show an awareness of the importance of using polite language, although at a slightly more relaxed level compared to 7th semester students. They tend to use the word “please” in requests as a form of politeness and maintain formality when speaking with lecturers or seniors in academic and organizational settings. They also understand that politeness in communication may vary across different regions, including differences in eye contact and intonation when speaking. Meanwhile, 3rd semester students take a more flexible approach to using polite language. They generally adjust their way of speaking based on the situation and the person they are speaking with, but some participants admitted that they are unsure whether polite language must always be formal. Additionally, some of

them are not accustomed to using *krama* in Javanese due to family environment factors. When making requests, they focus more on the way they speak rather than the specific words they use, although they still acknowledge that using words like “*please*” or “*tolong*” can make a request sound more polite.

B. The difficulties in using politeness by students of UIN Walisongo Semarang with different levels of English proficiency related to the use of politeness strategies and the sociopragmatic knowledge

After finding the use of politeness strategies among students with different levels of English proficiency, this study also identifies several challenges that students face in applying politeness strategies in English conversations. These challenges are closely related to their speaking skills, particularly their communicative competence and pragmatic competence. An analysis of the data obtained from interviews and

the discourse completion task reveals several factors that influence students' difficulties in effectively using politeness strategies. The following section will elaborate on these challenges based on the findings of this study.

1. Proficiency level affects difficulties in speaking with politeness strategies.

The findings indicate that students with lower English proficiency, particularly those in Semester 3, exhibit a higher frequency of using Bald on Record strategies compared to students in Semester 5 and Semester 7. This suggests a lack of flexibility in applying more complex politeness strategies. Such a pattern aligns with the concept of communicative competence, where students with lower proficiency tend to focus more on linguistic accuracy, such as grammar and vocabulary, while their understanding of sociolinguistic and pragmatic aspects remains limited. As a result, they rely on direct communication

rather than employing nuanced politeness strategies.

In contrast, students in Semester 7, who have higher English proficiency, demonstrate a greater use of Positive Politeness and Negative Politeness strategies. Although they still employ Bald on Record, their ability to integrate different politeness strategies indicates a more advanced level of sociopragmatic awareness. This supports the idea that communicative competence involves not only grammatical knowledge but also the ability to use language appropriately in different social contexts. Moreover, their use of Negative Politeness more frequently than students in Semester 5 and 3 suggests an effort to mitigate impositions, which reflects an awareness of power dynamics and social distance in interactions.

The pattern observed in Semester 5 students, who use Bald on Record less

frequently than Semester 3 but more than Semester 7, along with an equal distribution of Off-Record strategies as Semester 3, further reinforces the progressive development of politeness strategy usage across different proficiency levels. While they have started incorporating more indirect and socially considerate forms of communication, their pragmatic competence is still in progress. This aligns with pragmatic competence, where misunderstandings can arise if speakers fail to recognize the intended meaning or the social expectations embedded within a particular interaction.

From the interview data findings, it can be seen that the higher the semester level, the greater the students' awareness in applying politeness strategies in communication. 7th semester students tend to use more formal language and adjust their speaking style based on the situation and the social status of their

interlocutors. 5th semester students are at an intermediate level, still maintaining politeness but in a more relaxed manner. Meanwhile, 3rd semester students exhibit a more flexible communication pattern, with an understanding of politeness that is still developing based on their environment and personal experiences.

2. Difficulty in choosing the right strategy due to a lack of awareness and understanding of politeness strategies.

In a follow-up phase of the study, students from semesters 7, 5, and 3 were asked again about their knowledge of politeness strategies. This data collection took place some time after the initial DCT and interview sessions were conducted. The findings reveal a clear gap in awareness across different proficiency levels.

Students in semesters 3 and 5 generally reported having no prior knowledge of

politeness strategies or their functions. When asked whether they had previously encountered the concept of politeness strategies, many admitted that they had never learned about it. For instance:

Example 1

Semester 5

Name : ***Participant 4***

Class : ***PBI 5***

Date : ***Tuesday, March 11, 2025***

Researcher : *“Have you ever heard of politeness strategies before? Do you know how they are used?”*

Participant 4 : *“To be honest, I don’t know about it, miss.”*

In contrast, semester 7 students acknowledged having been introduced to politeness strategies in the past but admitted that they had since forgotten the details. This suggests that while they were exposed to the concept, their understanding of its practical

application was not retained over time. For example:

Example 1

Name : ***Participant 3***

Class : ***PBI 7***

Date : ***Tuesday, March 11, 2025***

Researcher : *“Have you ever heard of politeness strategies before? Do you know how they are used?”*

Participant 4 : *“I took a sociopragmatics course before, but I forgot about politeness strategies and their functions.”*

These findings suggest that the level of exposure and retention of politeness strategies varies by proficiency level. Lower-semester students appear to lack both knowledge and awareness of politeness strategies, whereas higher-semester students may have been

introduced to them but do not consistently apply or recall the concept in practice.

One of the main difficulties faced by students in using politeness strategies is the challenge of selecting the appropriate strategy due to their limited understanding of politeness strategies. The findings indicate that all proficiency levels predominantly employed Bald on Record strategies across both role play and interview data. This pattern suggests a restricted awareness of politeness variations, leading to difficulties in applying a range of politeness strategies in their dialogues. The frequent use of Bald on Record, which is the most direct strategy, implies that students struggle to incorporate more nuanced strategies such as Positive Politeness, Negative Politeness, or Off-Record. These alternative strategies require a deeper understanding of sociopragmatic aspects, which appears to be a challenge for the participants.

3. Limited vocabulary and sentence structure cause difficulties in using politeness strategies.

Students with lower English proficiency levels tend to experience difficulties in using more complex politeness expressions, such as employing hedges or making indirect requests, primarily due to their limited vocabulary. A restricted lexical range prevents them from selecting appropriate words or phrases that convey politeness in nuanced ways, making it challenging to soften statements or express deference effectively. Without sufficient vocabulary, these students may struggle to distinguish between formal and informal expressions, leading to the overuse of direct language. Further limiting their ability to engage in socially appropriate interactions. Consequently, they often rely on straightforward communication strategies that require minimal politeness variation.

4. The influence of L1 (Mother Tongue) and cultural background on Politeness Strategies in English

From the data comparison between Indonesian discourse completion task dialogue, English discourse completion task dialogue, and interview answer, some students appear to transfer politeness patterns from Indonesian to English, which may result in inconsistencies in the use of politeness strategies according to English norms. These differences in politeness conventions could affect the effectiveness of their communication, particularly in interactions with native speakers or in academic and professional settings that require adherence to English politeness norms.

The findings reveal that participants predominantly employed Bald on Record strategies in both Indonesian and English dialogues. This pattern suggests that their first language (L1) plays a significant role in

shaping their politeness strategy choices when communicating in English. The tendency to use direct and straightforward expressions across both languages indicates that participants may transfer their L1 communication habits into their English interactions, influencing their overall politeness strategy usage.

After analyzing the findings from the collected data, this study reveals that UIN Walisongo students with different levels of English proficiency apply politeness strategies in distinct ways. These differences in proficiency appear to influence their use of politeness strategies as well as their ability to implement them in various communicative contexts. The data in this study shows that UIN Walisongo students with higher proficiency levels tend to demonstrate a more developed pragmatic awareness, which is reflected in their more diverse and contextually appropriate use of politeness strategies. In contrast, students with lower proficiency levels more frequently employ direct strategies without

much consideration for more complex nuances of politeness.

Previous studies have shown that EFL learners with higher proficiency levels tend to employ more complex and indirect politeness strategies compared to those with lower proficiency levels. Findings from a study revealed significant differences between lower-intermediate and advanced EFL learners in the realization of the speech act of apology and politeness strategies. Advanced learners preferred to use more indirect and complex forms of apology and politeness strategies. In contrast, lower-intermediate learners tended to use simpler and more direct forms in expressing apologies and politeness strategies (Zanjanbar et al., 2022). In another study, findings indicate that Iranian EFL learners with higher proficiency tend to use more politeness strategies as well as external and internal modifications in written communication compared to those with lower proficiency (Karimkhanlooie & Vaezi, 2017).

The predominant use of Bald on Record as the most frequently employed politeness strategy suggests

that difficulties in understanding different types of politeness strategies influence students' ability to select the appropriate strategy. This challenge is particularly evident in the context of EFL learning, where students may struggle to apply suitable politeness strategies in communication. The limited comprehension of politeness strategies may lead to a tendency to rely on direct communication, as students may struggle to recognize or apply more nuanced and indirect strategies effectively. This finding highlights the potential impact of pragmatic competence on students' speech patterns, particularly in contexts requiring politeness and social appropriateness.

UIN Walisongo students with lower English proficiency levels tend to experience difficulties in using more complex politeness expressions. The lack of vocabulary may limit them to using only a restricted set of words and a limited range of politeness sub-strategies, such as employing hedges or making indirect requests. A study examining the implementation of politeness in language use within an EFL classroom context highlights that vocabulary limitations significantly influence

student-instructor interactions, ultimately affecting the choice and execution of politeness strategies (Vidya Arisandi et al., 2024).

Another study states that a lack of vocabulary can lead foreign language learners to rely more on simpler and more direct politeness strategies. They tend to use strategies such as bald on record or negative politeness, which are generally more explicit and require less linguistic variation. In contrast, this vocabulary limitation makes them less likely to use more complex and nuanced strategies, such as positive politeness or off-record strategies, which often require a more diverse word choice and a deeper understanding of social and cultural contexts in communication. This suggests that limited vocabulary proficiency can be a significant factor in determining the types of politeness strategies used by foreign language learners (Purnomo, 2019).

The findings of this study indicate the influence of the mother tongue on the use of politeness strategies in communication among UIN Walisongo students. Data obtained from discourse analysis in both Indonesian and

English reveal that students with lower levels of English proficiency tend to produce English dialogues with a similar level of politeness as their Indonesian dialogues in the same scenario. This suggests that cultural norms in their mother tongue influence how they apply politeness strategies in English. These findings align with previous studies conducted in Thailand, which demonstrate that first-language (L1) cultural norms significantly impact the politeness strategies of English as a Foreign Language (EFL) learners (Pan, 2022).

Previous studies have also highlighted that EFL learners often encounter challenges due to cultural differences in politeness strategies. For example, research on Chinese EFL learners indicates that they tend to modify their politeness strategies depending on factors such as social distance and power relations between interlocutors. In contrast, American learners are more likely to employ positive politeness strategies consistently, regardless of these contextual factors. This contrast underscores the varying influences of cultural

norms on politeness strategies in different linguistic and sociocultural contexts (Yan, 2016).

Another study analyzing the preference for politeness strategies between Japanese and American characters in the film *The Last Samurai* found that national cultural differences significantly influence the choice of politeness strategies. The results indicate that Japanese characters tend to prefer respectful and indirect language, reflecting their cultural norms of hierarchy and difference in communication. In contrast, American characters exhibit a more direct and explicit communication style, aligning with their cultural emphasis on individualism and openness. These findings further support the idea that politeness strategies are deeply rooted in cultural values and social conventions (Nurilaila et al., 2020).

Similarly, research on Moroccan EFL learners provides evidence that their use of apology strategies is largely shaped by the cultural norms of their first language, rather than aligning with the politeness norms typically observed among native English speakers. This

suggests that, rather than adopting the conventional strategies of politeness expected in English, Moroccan learners tend to rely on the sociocultural frameworks and pragmatic conventions embedded in their native linguistic background when formulating apologies in English (Hmouri, 2022). This further reinforces the idea that the use of politeness strategies in a foreign language is strongly influenced by the cultural and communicative norms of the learners' first language.

The data from this study, along with previous research, demonstrate that L1 and cultural background significantly influence EFL learners' use of politeness strategies. Learners often transfer politeness norms from their native language. This reinforces the notion that cultural norms shape the way learners apply politeness in a foreign language, emphasizing the interplay between linguistic and sociocultural factors in developing pragmatic competence.

CHAPTER V

CONCLUSION

This chapter presents the conclusion and pedagogical implications of the study. The conclusion provides a summary of the research findings and discussion, highlighting key insights regarding the use of politeness strategies among students with different levels of English proficiency. The pedagogical implications address the relevance of these findings for English language teaching (ELT), particularly in enhancing students' pragmatic competence. Additionally, this chapter includes suggestions for future research, offering recommendations for further studies on politeness strategies in EFL contexts.

A. CONCLUSION

Based on the findings and discussion above, the results of this study can be concluded into six important points as follows:

1. The findings of this study indicate that Bald on Record was the most frequently employed

politeness strategy across all proficiency levels. Among the three groups, semester 3 students exhibited the highest usage of this direct strategy, while semester 7 students demonstrated the least reliance on it. Positive Politeness, which aims to build rapport and maintain social harmony, was predominantly and exclusively used by semester 7 students, suggesting a greater awareness of relational strategies among more advanced learners. Similarly, Negative Politeness, which reflects deference and respect, was more frequently applied by semester 7 students compared to those in semesters 5 and 3. Meanwhile, Off-Record strategies, characterized by indirect hints and implicit communication, were only used by semester 5 and 3 students.

2. The findings of this study highlight the influence of English proficiency levels on the use of politeness strategies among EFL learners in semesters 7, 5, and 3 at UIN

Walisongo Semarang. The results indicate that students with higher proficiency levels, particularly those in semester 7, demonstrate a more diverse and strategic use of politeness strategies compared to those in semesters 5 and 3. Their greater reliance on Positive and Negative Politeness suggests a more refined understanding of social interactions and the necessity of maintaining face in communication. In contrast, students in lower semesters, especially those in semester 3, predominantly employ Bald on Record strategies, reflecting a more direct and less nuanced approach to politeness.

3. The findings reveal that awareness and understanding significantly impact the use of politeness strategies among students at UIN Walisongo Semarang. Students in semesters 3 and 5 admitted that they were completely unfamiliar with politeness strategies and their functions. In contrast, semester 7 students

acknowledged having encountered politeness strategies before but had forgotten their details, indicating that they were aware of the concept but lacked a clear understanding of its practical application.

4. A limited vocabulary may constrain students to a narrow selection of words and restrict their use of politeness sub-strategies, such as using hedging techniques or making indirect requests.
5. The findings of this study, in conjunction with prior research, indicate that first language (L1) and cultural background play a crucial role in shaping EFL learners' use of politeness strategies. Learners frequently carry over politeness conventions from their native language, highlighting the impact of cultural norms on how they express politeness in a foreign language.

B. PEDAGOGICAL IMPLICATIONS AND SUGGESTIONS

Based on the findings and conclusions discussed above, the researcher proposes the following recommendations as implications for teachers in English Language Teaching (ELT) and as suggestions for future researchers:

1. **Suggestion 1:** Integrating Politeness Strategies into the ELT Curriculum

Given that Bald on Record was the most frequently used strategy across all proficiency levels, particularly among semester 3 students, explicit instruction on politeness strategies should be incorporated into the ELT curriculum. This would help students develop a more varied and contextually appropriate use of politeness strategies in communication.

2. **Suggestion 2:** Enhancing Sociopragmatic Awareness in Lower Semesters

Since students in semesters 3 and 5 demonstrated a lack of awareness and understanding of politeness strategies, more communication-based training should be provided. Classroom activities should emphasize practical applications of politeness strategies in different social contexts to help students recognize and use them effectively.

3. **Suggestion 3:** Vocabulary Enrichment Programs

The study highlights that a limited vocabulary constrains students to a narrow range of politeness sub-strategies, such as hedging and making indirect requests. To address this issue, ELT programs should include vocabulary-building exercises that focus on pragmatic expressions, enabling students to use a wider variety of politeness strategies.

4. **Suggestion 4:** Cultural and L1 Awareness Training

Since first language (L1) and cultural background significantly influence politeness strategy usage, students should receive training on cross-cultural communication differences. This will help them understand how politeness norms vary across cultures and prevent negative transfer from their L1 to English.

5. **Suggestion 5:** Future Research on the Development of Politeness Strategies

To gain a deeper understanding of how politeness strategy usage evolves over time, future research should employ a longitudinal design. This would help track students' development in applying politeness strategies as their English proficiency and academic experience increase.

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APPENDICES

Appendix 1

THESIS DATA VALIDATION SHEET

Instructions :

1. Validation sheets are crucial to ensure that the data used in research is valid, accurate, and aligned with the research objectives. This plays a vital role in supporting the credibility of the research findings.
2. By including a validation sheet, readers can review how the data has been evaluated and assessed. This adds transparency to the data processing procedure.
3. Please check (✓) the Validity column if the participant's statement fulfills the specified criteria.

Notes:

- 1) Valid (v)
- 2) Invalid (i)

Researcher Information

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Title of the Study:

ANALYSIS OF POLITENESS STRATEGIES IN ENGLISH COMMUNICATION
AMONG EFL STUDENTS AT UIN WALISONGO

A. First Discourse Completion Task - Roleplay

a. Roleplay scenario

1. You are at a fancy restaurant where the ambiance is elegant, and the waiter is younger than you and you want to complain because the menu you ordered is different from the menu that arrived
2. You are in the post office and filling out a form when your pen dies. There is a woman about your age right next to you. She has just finished filling out her form and is folding it. You would like to borrow her pen. What do you say?

3. You are meeting your friend at the canteen after class. They have borrowed your smartwatch for a month. You want to take it because your friend has borrowed it for too long, how do you talk to her?
4. You are a meeting leader, you suddenly have obstacles on the road so you can't come at the right time, how do you talk to your client?
5. You are in a university library, looking for a specific book. You notice a fellow student who seems knowledgeable about the library's layout. you are looking for a book entitled "understanding sociopragmatic" how do you talk to her?

b. Data Collection

- a) Data collected through audio recordings of each role-play scenario, followed by transcription for analysis.
- b) Transcribe the dialogue verbatim into the worksheet provided.
- c) Identify and note the politeness strategy used in each statement (Bald on Record, Positive Politeness, Negative Politeness, Off-Record).
 - a. Bald on Record (Direct) = B
 - b. Positive Politeness (Friendly approach) = P
 There are 15 sub-strategies indicating positive politeness strategy :
 - 1) Noticing and attending to the hearer
 - 2) Exaggerating (interest, approval, sympathy with hearer)
 - 3) Intensifying interest to hearer
 - 4) Using in-group identity markers, Seeking agreement
 - 5) Avoiding disagreement
 - 6) Showing common ground
 - 7) Joking
 - 8) Assert or presuppose speaker's knowledge of and concern for hearer's wants
 - 9) Using offer and promise,
 - 10) Being optimistic
 - 11) Including both the speaker and the hearer in the activity
 - 12) Giving or asking reason,
 - 13) Assuming reciprocity

- 15) Giving gift to the hearer (goods, sympathy, understanding, and cooperation).
- c. Negative Politeness (Respectful distance) = N
 There are 10 sub-strategies indicating negative politeness strategy:
- 1) Being conventionally indirect
 - 2) Using questions or hedges
 - 3) Being pessimistic
 - 4) Minimizing the imposition
 - 5) Giving deference
 - 6) Apologizing
 - 7) Impersonalizing speaker and hearer
 - 8) Stating the FTA as a general rule
 - 9) Nominalizing
 - 10) Going on record as incurring a debt, or as not indebteding the hearer.
- d. Off-Record (Indirect hints) = O
 There are sub-strategies indicating off record strategy :
- a) Giving hints
 - b) Giving association clues
 - c) Presupposing
 - d) Understating or saying less than is required
 - e) Overstating or giving information more than what is needed
 - f) Using tautologies (uttering patent and necessary truth)
 - g) Using contradictions
 - h) Being ironic
 - i) Using metaphor
 - j) Using rhetorical questions that do not require any answer
 - k) Being ambiguous
 - l) Being vague
 - m) Overgeneralizing and not naming the hearer or addressing him directly
 - n) Displacing
 - o) Being incomplete by using ellipsis.

Roleplay Scenario Data

Participant 1

Major / Semester : PB1 7

Date of Role Play : Friday, November 20 2024

Scenario	Dialogue	Politeness Strategies	Comment	Validity	
				v	i
Scenario 1	"Sorry, this is not my order. I ordered chicken nuggets with spicy sauce but this one came without sauce here. Can you take back this order? I will wait for my order to be replaced, thank you."	Negative Politeness (N)	Apologizing Using questions or hedges Minimizing the imposition	✓	
Scenario 2	"Excuse me, can I borrow your pen please? Because my pen cannot be used."	Bald on Record (B)	Direct request	✓	
	"Excuse me, have you filled the form? If you have filled the form, may I borrow your pen to fill my form because the pen can't work properly? Thank you."	Negative Politeness (N)	Using Questions or hedges Minimizing the imposition	✓	
Scenario 3	"Hello Iida, how are you? We don't see each other for a long time. Can I take back my smartwatch because I want to use it?"	Positive Politeness (P)	Noticing and attending to the hearer Giving reason	✓	

Scenario 4	"I'm so sorry, I face some obstacles last time when I'm on my way coming here, so I'm late and I'm really sorry I can't come on time and make you wait for a long time."	Negative Politeness (N)	Apologizing Minimizing the imposition	✓	
Scenario 5	"Excuse me, sorry for bothering your time, I'm Revina student from English Education Departmen, I have difficulties to find a book, would you help me to find it?"	Negative Politeness (N)	Using questions or hedges Minimizing the imposition	✓	

Participant 2

Major / Semester : PBI 7

Date of Role Play : Friday, November 20 2024

Scenario	Dialogue	Politeness Strategies	Comment	Validity	
				v	i
Scenario 1	"Please replace my menu with a menu that is appropriate to the menu I ordered."	Bald on Record (B)	Direct complaint	✓	
Scenario 2	"Excuse me ma'am, my pen is die. Can I borrow your pen to finish my form?"	Negative Politeness (N)	Using questions or hedges Minimizing the imposition	✓	
Scenario 3	"Excuse me, can you return my smartwatch	Bald on Record (B)	Direct request		

	because you already borrowed it for too long?"			✓	
Scenario 4	"I'm sorry sir, I'm late because I have trouble on the road."	Bald on record (B)	Direct	✓	
Scenario 5	"I'm sorry for interrupting your time, can you help me to look for a book and the title is 'Understanding Sociopragmatic' please?"	Negative Politeness (N)	Apologizing Using questions or hedges Minimizing the imposition	✓	

Participant 3

Major / Semester : PBI 7B

Date of Role Play : Friday, November 20 2024

Scenario	Dialogue	Politeness Strategies	Comment	Validity	
				v	i
Scenario 1	"Excuse me sir, my menu is wrong. Could you please replace the steak with spaghetti? thank you."	Negative Politeness (N)	Using questions or hedges	✓	
Scenario 2	"Excuse me ma'am. Can I borrow your pen? my pen is run out of ink and I need to fill out my form. Can I borrow your pen please? thank you."	Bald on record (B)	Direct request	✓	
Scenario 3	"Hi Ilda, how are you? do you still remember that you have borrowed my SmartWatch last month."	Positive Politeness (P)	Noticing and attending to the hearer Giving reason	✓	

	and could you please return it back tomorrow? because I need the smartwatch."				
Scenario 4	"Hello ma'am. I'm so sorry. I'll be late to meet you because I have some trouble on the road. If it's possible, can you wait for me for a while. Please, thank you."	Bald on record (B)	Direct	✓	
Scenario 5	"Excuse me sir, may I ask your help? I am looking for understanding social pragmatic book and I cannot see this book anywhere. Could you help me to tell me where is the understanding social pragmatic book is placed."	Negative Politeness (N)	Using questions or hedges Minimizing the imposition	✓	

Participant 4

Major / Semester : PBI 5

Date of Role Play : Friday, November 20 2024

Scenario	Dialogue	Politeness Strategies	Comment	Validity	
				v	i
Scenario 1	"Excuse me miss, this food is not what I ordered before. Can you replace my food?"	Negative Politeness (N)	Apologizing Using questions or hedges	✓	

Scenario 2	"Sorry sist, can I borrow your pen? because my pen is not working well."	Bald on Record (B)	Direct	✓	
Scenario 3	"Sorry bro, I'll get my smartwatch back, can you give it to me? because it's been a long time since you have borrowed my smartwatch and I need it."	Negative politeness	Apologizing Using questions or hedges	✓	
Scenario 4	"I'm so sorry guys, I have trouble with my car that's why I can't attend the meeting on time."	Negative Politeness (N)	Apologizing Minimizing the imposition (S4)	✓	
Scenario 5	"Hello, I can't find a book, the title is 'Understanding Sociopragmatic', can you find it for me or do you know where it is?"	Negative Politeness (N)	Being pessimistic	✓	

Participant 5

Major / Semester : PBI 5

Date of Role Play : Friday, November 20 2024

Scenario	Dialogue	Politeness Strategies	Comment	Validity	
				v	i
Scenario 1	"Excuse me, I think you give me a wrong order because I ordered blablablabla. Can you	Negative Politeness (N)	Using questions or hedges	✓	

	just put another check on my real order and change it with my real order?"				
Scenario 2	"Oh my god, this pen is totally dead. Can I get that pen cuz mine is not working?"	Negative Politeness (N)	Using questions or hedges	✓	
Scenario 3	"Yo girl, give me back my SmartWatch. You've been using it for quite a while."	Bald on Record (B)	Direct request	✓	
Scenario 4	"I'm sorry, I have some kind of trouble with my car so maybe I'll be late. Can you just like inform it to all of my clients?"	Negative Politeness (N)	Using questions or hedges Minimizing the imposition	✓	
Scenario 5	"Excuse me, I'm looking for this kind of book with the title 'Understanding Sociopragmatic', can you show me please in which shell it is?"	Negative Politeness (N)	Using questions or hedges	✓	

Participant 6

Major / Semester : PBI 5

Date of Role Play : Friday, November 20 2024

Scenario	Dialogue	Politeness Strategies	Comment	Validity	
				v	i
Scenario 1	"Excuse me, did you know my order was? The order that you brought is wrong because I didn't	Bald on Record (B)	Direct complaint	✓	

	order this food or drink like this."				
	"Excuse me sir/miss, the order that you brought to my table is wrong because I didn't order this food or drink like this."	Bald on Record (B)	Direct complaint	✓	
Scenario 2	"Hey girl, can I borrow your pen to fill out this form? because my pen is broken"	Bald on Record (B)	Direct request	✓	
Scenario 3	"Did you bring my smartwatch today? I need to use it tomorrow for a family event."	Bald on Record (B)	Direct request	✓	
Scenario 4	"Sorry. I'm late because on my way here I experienced bad traffic. Hope you understand, thank you."	Bald on record (B)	Direct	✓	
Scenario 5	"Excuse me mam/sist, can I ask where's the Understanding Sociopragmatic is located? Can you show me the place?"	Bald on Record (B)	Direct request	✓	

Participant 7

Major / Semester : PBI 3

Date of Role Play : Friday, November 20 2024

Scenario	Dialogue	Politeness Strategies	Comment	Validity	
				v	i

Scenario 1	"Excuse me, I would like to complain about the food that I ordered before. I ordered spaghetti but what came is steak, so can you replace it with the right one?"	Negative Politeness (N)	Using questions or hedges	✓	
Scenario 2	"Excuse me sis, can I borrow your pen? because my pen cannot be used."	Bald on Record (B)	Direct request	✓	
Scenario 3	"Hi Nayla, can I get my SmartWatch back very soon? You have had it for a month."	Bald on Record (B)	Direct request	✓	
Scenario 4	"Excuse me sir, I apologize for coming late because I have some accident while going to this place."	Bald on record (B)	Direct	✓	
Scenario 5	Excuse me sist, can you help me to find the book with the title 'Understanding Sociopragmatic'?"	Bald on Record (B)	Direct request	✓	

Participant 8

Major / Semester : PBI 3

Date of Role Play : Friday, November 20 2024

Scenario	Dialogue		Comment	Validity
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		Politeness Strategies		v	i
Scenario 1	"Sorry, it looks like my order was wrong."	Bald on record (B)	Direct complaint	✓	
Scenario 2	"Can I borrow your pen because my pen is broken? I need to fill out this form."	Bald on record (B)	Direct request	✓	
Scenario 3	"Qila, yesterday I lent you a watch, and I want to use the smartwatch now. Can I have my Smart Watch back?"	Negative politeness (N)	Using questions or hedges	✓	
Scenario 4	"It looks like I'll be late for the meeting because there is very heavy traffic. I'm Sorry."	Bald on record (B)	Direct	✓	
Scenario 5	"Excuse me, do you know where this book is? Because I think I'm looking for it. Could you find it for me please?"	Negative politeness (N)	Using questions or hedges	✓	

Participant 9

Major / Semester : PBI 3

Date of Role Play : Friday, November 20 2024

Scenario	Dialogue	Politeness Strategies	Comment	Validity	
				v	i
Scenario 1	"Excuse me, can you help me please?" then when the waiter came I	Negative politeness (B)	Using questions or hedges	✓	

	said "so I didn't order this food, I order something else in the menu and I don't know where and I don't know why I get this food."				
Scenario 2	"Excuse me Miss. Can I borrow your pen? because my pen that I use is running out of ink."	Bald on record (B)	Direct request	✓	
Scenario 3	"Lisa. Can I get my SmartWatch back because you've been borrowing my watch for 2 months already and I need to support my activity."	Bald on record (B)	Direct request	✓	
Scenario 4	"Hello, I'm sorry because I can't attend this meeting on time, I get some trouble on the way to our place of meeting."	Bald on record (B)	Direct	✓	
Scenario 5	"Excuse me, can you help me please? I've been searching for this book "understand sociopragmatic" but cannot find it. So can you help me to find this book.?"	Negative politeness (N)	Using questions or hedges	✓	

B. Second Discourse Completion Tasks - Role Play

The second DCT data collection was conducted exactly one week after the initial DCT data collection. This phase was carried out simultaneously with the interview sessions to gain deeper insights into the participants' understanding and application of politeness strategies. The primary objective of this second data collection was to examine whether there were any noticeable changes in the participants' use of politeness strategies over time. Additionally, by including both Indonesian and English responses, this phase aimed to compare how participants adapted their politeness strategies when communicating in different languages. This comparison was expected to provide further evidence regarding the influence of linguistic and cultural factors on their politeness choices.

a. Scenario

1. You are in a classroom or meeting room. It is very cold outside, and the cold wind is coming through an open window. You want to ask a classmate or colleague to close the window. How would you say it in Indonesian, and how would you say it in English?
2. How would you describe the appropriate way to apologize when you make a mistake to someone of the same age? How do you apologize politely in Indonesian? How do you apologize in English?
3. If someone you just met asks for your number, but you don't want to give it, how would you refuse in Indonesian? How would you say it in English?

a. Data collection

- a) Record each interview using audio recording equipment.
- b) Transcribe the participant's responses verbatim into the worksheet provided.
- c) Identify and note any politeness strategies used within their responses (Bald on Record, Positive Politeness, Negative Politeness, Off-Record).

Politeness Strategy Interview Data

Participant 1

Major / Semester : PBI 7

Date of Role Play : Tuesday, November 28 2024

Scenario	Indonesian languages	Politeness strategies	Validity		English language	Politeness strategies	Validity	
			v	i			v	i
Scenario 1	"Eh ilda, minta tolong dong tutupin jendela, makasih."	Bald on record (B)	✓		"Hey ilda, Can you please close the window, thank you"	Bald on record (B)	✓	
Scenario 2	"Maaf ya, maaf banget ya aku kemarin nggak jadi karena ada halangan dadakan"	Bald on record (B)	✓		"I couldn't meet you. I'm sorry for canceling our plans, something came up. I have some trouble yesterday so I couldn't meet you"	Bald on record (B)	✓	
Scenario 3	"Mohon maaf, saya belum bisa membagikan nomer saya secara pribadi, kalau butuh apa-apa bisa dm Instagram saya saja"	Bald on record (B)	✓		"I'm sorry, I cannot share my phone number, it is my privacy. Maybe if you have something to discuss with me,	Bald on record (B)	✓	

				can we just share or chat using social media?"			
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Participant 2

Major / Semester : PBI 7

Date of Role Play : Tuesday, November 28 2024

Scenario	Indonesian languages	Politeness strategies	Validity		English language	Politeness strategies	Validity	
			v	i			v	i
Scenario 1	"Permisi, bisa tutup jendelanya dulu tolong?"	Bald on record (B)	✓		"Can you help me to close the windows please?"	Bald on record (B)	✓	
Scenario 2	"Maaf ya, aku nggak sengaja ngelakuin itu tadi"	Bald on record (B)	✓		"I'm sorry for saying that, I really regret hurting your feelings."	Bald on record (B)	✓	
Scenario 3	"Maaf saya tidak bisa memberi nomor handphone saya karena itu sangat privasi dan yang memilikiny"	Bald on record (B)	✓		"I'm sorry, I don't share my phone number because it's very private and is only for my closest contacts."	Bald on record (B)	✓	

	a hanya orang-orang tertentu juga orang terdekat saya.						
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Participant 3

Major / Semester : PBI 7

Date of Role Play : Tuesday, November 28 2024

Scenario	Indonesian languages	Politeness strategies	Validity		English language	Politeness strategies	Validity	
			v	i			v	i
Scenario 1	"permisi, boleh minta tolong tutup jendela kak? anginnnya dingin banget soalnya, terima kasih sebelumnya"	Negative politeness	✓		"hi, could you please close the door? i'm freezing, thanks in advance"	Negative Politeness (N)	✓	
Scenario 2	"Maaf ya, tadi makanannya aku makan. Aku nggak"	Bald on record (B)	✓		"Sorry, I didn't know it was yours. I'll replace it if"	Negative politeness (N)	✓	

	tahu itu milikmu. Mohon maaf ya, kalau mau nanti aku ganti. Terima kasih."			you want. Thank you."		
Scenario 3	"maaf ya, aku ga bisa kasih karena kita baru kenal tapi kita bisa tukeran Instagram aja"	Bald on record (B)	✓	"So sorry, I don't mean to be rude or anything, but we just met and I can't give my number to you. But if you want to know me, you can follow my Instagram."	Negative politeness (N)	✓

Participant 4

Major / Semester : PBI 5

Date of Role Play : Tuesday, November 28 2024

Scenario	Indonesian languages	Politeness strategies	Validity		English language	Politeness strategies	Validity	
			v	i			v	i
Scenario 1	"Eh kak, boleh minta	Bald on record (B)			"Hey buddy, can	Bald on record (B)		

	tolong jendelanya ditutup ga ya? dingin bangetsoaln ya"				you give me a hand? close the windows please, I'm freezing"			
Scenario 2	"Aduh, maaf ya, aku telat soalnya tadi macet jadi telat."	Bald on record (B)	✓		"I'm sorry. I'm late for the class because I have an accident."	Bald on record (B)	✓	
Scenario 3	"maaf ya, tapi kalau nomer telepon kayaknya terlalu privasi deh bisa engga kalau di platform lain"	Off-record (O)	✓		"I'm so sorry, my number is too private for strangers, so we can move to another app like Instagram."	Bald on record (B)	✓	

Participant 5

Major / Semester : PBI 5

Date of Role Play : Tuesday, November 28 2024

Scenario	Indonesian languages	Politeness strategies	Validity		English language	Politeness strategies	Validity	
			v	i			v	i
Scenario 1	"Tolong tutupin	Bald on record (B)			"whoosh... it's	Off record (O)		

	jendelanya dong dinginnn"		✓	freezing, don't you think? would you mind to close the windows? it's getting cold in here"	Bald on record (B)	✓	
Scenario 2	"Yaudah, aku minta maaf"	Bald on record (B)	✓	"I'm sorry. I didn't do that in purpose. I apologize, I didn't mean to do that"	Negative politeness (N)	✓	
Scenario 3	"Eeh maaf ya, nggak bisa, kalau IG mutualan boleh."	Bald on record (B)	✓	"Uhm sorry, I can't, because you should understand that it's private"	Bald on record (B)	✓	

Participant 6

Major / Semester : PBI 5

Date of Role Play : Tuesday, November 28 2024

Scenario	Indonesian languages	Politeness strategies	Validity		English language	Politeness strategies	Validity	
			v	i			v	i

Scenario 1	"eh tolong tutupin jendela, dingin"	Bald on record (B)	✓	"hey, please close the window, so cold"	Bald on record (B)	✓
Scenario 2	"Maaf ya, aku nggak sengaja."	Bald on record (B)	✓	"Hey, I'm really sorry about my mistake, I didn't mean to do that"	Bald on record (B)	✓
				"I'm sorry about earlier, I didn't mean it."	Negative politeness (N)	✓
Scenario 3	"Kalau WhatsApp nggak dulu ya, kalau mutualan media sosial lain boleh deh."	Bald on record (B)	✓	"Sorry, but I don't feel comfortable sharing my number"	Off-record (O)	✓

Participant 7

Major / Semester : PBI 3

Date of Role Play : Tuesday, November 28 2024

Scenario	Indonesian laguages	Politeness strategies	Validity		English language	Politeness strategies	Validity	
			v	i			v	i

Scenario 1	"Boleh tolong tutupkan jendelanya? saya sangat kedinginan."	Bald on record (B)	✓	"I'm getting cold, can you please close the window?"	Negative politeness (N)	✓	
Scenario 2	"aku minta maaf ya"	Bald on record (B)	✓	"I'm sorry if I hurt your feelings."	Bald on record (B)	✓	
Scenario 3	"maaf ga bisa, itu privasi aku"	Bald on record (B)	✓	"Sorry, I can't share my number because that's my privacy."	Bald on record (B)	✓	

Participant 8

Major / Semester : PBI 3

Date of Role Play : Tuesday, November 28 2024

Scenario	Indonesian languages	Politeness strategies	Validity		English language	Politeness strategies	Validity	
			v	i			v	i
Scenario 1	"ehm anginnya rada dingin ga sih? jendelanya dibuka sih ya"	Off-record (O)	✓		"Isn't the wind a bit cold? the window isn't closed though"	Off-record (O)	✓	

Scenario 2	"Maaf ya, aku salah"	Bald on record (B)	✓		"I'm sorry, because I was wrong"	Bald on record (B)	✓	
Scenario 3	"Maaf ya, aku nggak pakai nomor WA."	Bald on record (B)	✓		"Sorry, I can't give my number"	Bald on record (B)	✓	

Participant 9

Major / Semester : PBI 3


Date of Role Play : Tuesday, November 28 2024

Scenario	Indonesian languages	Politeness strategies	Validity		English language	Politeness strategies	Validity	
			v	i			v	i
Scenario 1	"Maaf, bisa tolong tutup jendelanya? Anginnya cukup dingin"	Bald on record (B)	✓		"Sorry, could you please close the window? The wind is quite cold."	Bald on record (B)	✓	
Scenario 2	"Maaf ya, aku lupa ngembaliin catatan kamu karena buru-buru, besok bakal aku bawa"	Bald on record (B)	✓		"I'm sorry because I forgot to bring your notebook because I was in a hurry, my class will"	Bald on record (B)	✓	

	deh catetannya. "				start earlier. Tomorrow I'll bring back your notebook."			
Scenario 3	"Aku ga ingat nomerku, HP-ku juga lagi diservice."	Bald on record (B)	✓		"I'm sorry, my phone just got serviced and I didn't remember my own phone number."	Bald on record (B)	✓	

Based on this thesis data validation sheet, I officially confirm that the data collected and presented above has undergone a validation process and has been verified as valid/invalid in accordance with the established criteria.

Semarang, February 25 2025
Validator, .


Arwalia Fitriotin Izza, M.Pd
NIP. 199303012020122005

Appendix 2

Interview Data: Knowledge of Politeness

Name : Participant 1

Class : PBI 7ICP

Date : Friday, November 15 2024

Researcher : How often do you use polite language?
In what situations?

Participant 1 : Well, for question "a" about how often I use polite language, maybe only in certain situations, like when meeting with older people or talking to teachers/lecturers, it's more polite. Then, when meeting with friends, maybe friends whose age differs by about 1-2 or 3 years, I also use polite language. Also, when we meet someone we don't know, the language used is more polite than the language used with peers.

Researcher : How does cultural difference affect your understanding and application of politeness in communication? Is politeness in your area different from other areas?

Participant 1 : How influential is culture? Maybe it is influential because I'm from outside Java, from Sumatra Island. And when I came to Java, I was just surprised, slightly shocked because Javanese people tend to speak softly, you know, like more... what is it? More courteous, in my opinion, compared to where I'm from in Sumatra. And they're also friendly, smiling, like often greeting, "Mba..." like that. That's how it is. Well, in my opinion, even though it's not too... what is it? Not too... yeah, it's not like in Java. So in my opinion, yes, culture does influence because we also know that Javanese people are famous for their politeness, right?

Researcher : Can you give an example of how you adjust your language based on your relationship with the person you are speaking to?

Participant 1 : An example, if it's with peers, it's more casual, like, "Hey, hey, come here, how are you?" like that. But if it's with a teacher or someone we don't know, it usually starts with an apology, "Sorry to disturb your time," like that. Then it's

more structured; we start first. I mean, we say, "Sorry to disturb your time, may I ask for your help with this?" Like that. "Thank you in advance." That might be an example of adjusting to someone older.

Researcher : How do you adjust your language when speaking to someone with a higher social position?

Participant 1 : This question "d" is similar to "c." The first thing is, when speaking to someone older, we start with an apology, right? "Excuse me, sorry for disturbing your time as well." Then introduce ourselves politely, using good language too. Then we convey our purpose for meeting or talking, like what we need. And at the end, we say thank you as well

Researcher : In your opinion, what makes a request sound polite or impolite? Can you give an example?

Participant 1 : formal as with someone older. Like with friends, we can still say, "Hey, can I ask for your help if it's not inconvenient for you? Or can I ask for your help with this interview if you're free? It's up to you

when you're available; I'll adjust." That's an example of being polite but still not too formal. On the other hand, being impolite with peers might involve being pushy, like, "Hey, you have to be there at this time; you must agree, no excuses," like that. There are elements of coercion, and that's impolite.

Researcher : What phrases or expressions do you consider important for politeness in English conversations?

Participant 1 : For "f," the first phrase is "Excuse me," which means permission. Then "Sorry for interrupting your time," or apologizing for taking someone's time. We might also use a phrase for asking permission, like, "I ask your permission." We can also say, "Would you mind?" when asking for help, and that's also a polite expression. Lastly, it's accompanied by gratitude. So, "sorry," "thank you," and "please" are key phrases.

Name : Participant 2

Class : PBI 7B

Date : Friday, November 15 2024

Researcher : How often do you use polite language?
In what situations?

Participant 2 : Okay, to answer question "a," how often do I use polite language and in what situations, I'd say quite often. For example, in formal events, whether in lecture forums or any organizational activities. Secondly, when speaking to older individuals such as parents, teachers, lecturers, or anyone else older. Then, when meeting strangers or people we are not familiar with, we need to behave politely. Also, during discussion forums, for example, if we want to criticize something, we use polite language. That's how I see it.

Researcher : How do cultural differences affect your understanding and application of politeness in communication? Is politeness in your region different from other regions?

Participant 2 : To answer question "b," how cultural differences affect your understanding and application of politeness in communication, I'd say it does have some influence. In terms of understanding, within Indonesia, it might be quite similar. However, in the application of politeness, there's a noticeable difference. For example, in Sumatra, people often speak with a higher tone, while in Java, especially Central Java, there is an emphasis on "unggah-ungguh" (manners in speech). This makes their language gentler. Comparing this with people from Makassar or other eastern regions, they tend to be more straightforward when criticizing, whereas we might soften our words to avoid hurting others. People in the east aren't like that. For instance, during my teaching practice, I interacted with someone from Papua who expressed displeasure more through eye contact. It was very direct, more expressive. Another example is a friend from Arabic Language Education who was also from Sumatra; when angry, their gestures, like pointing, were

quite different. Meanwhile, in Java, we might express anger more verbally. So yes, politeness cultures differ across regions. Even within Java—Central Java, East Java, and West Java—the differences are apparent. For example, people in West and Central Java may speak more softly and gently compared to East Java, which has a different accent.

Researcher : Can you provide an example of how you adjust your language based on your relationship with the person you are speaking to

Participant 2 : An example of adjusting language based on the relationship with the person would be considering their age. For instance, when speaking to someone older, we are more polite, like saying, “Excuse me, Sir/Ma’am, may I ask a question?” or something similar. With peers, the tone is more casual, like, “Hey, I’ve got some job openings. Are you interested?” It feels more relaxed. When speaking to someone younger, we might use more encouraging or cheerful language.

Researcher : How do you adjust your language when speaking to someone with a higher social position?

Participant 2 : In my opinion, when speaking to someone with a higher social position, I would be more careful with my words. I'd avoid starting conversations with topics that might seem like boasting about one's position or material wealth. The language used should definitely be polite, and I would minimize engaging in meaningless chatter.

Researcher : What makes a request sound polite or impolite? Can you provide an example?

Participant 2 : What makes a request sound polite or impolite depends on the choice of words. For example, saying, "May I ask for your help with this?" is more polite than saying, "Hey, help me with this." Intonation also matters; for instance, "Can you help me?" sounds different from, "Uh, may I ask for your help?" The context of the situation also plays a role. For instance, if the person is busy or grieving, it's inappropriate to ask for help at that time. Additionally, when

requesting help, it's important not to be pushy. If someone declines, we should accept it and not force them.

Researcher : What phrases or expressions do you consider important for politeness in English conversations?

Participant 2 : Important expressions in English include phrases like, "Excuse me, Sir," or "I hope I'm not bothering you." You can also use, "Could you..." or for apologizing, "I'm sorry for..." or "I apologize for..." And don't forget to say thank you with phrases like, "Thank you" or "I really appreciate it." The two most important words for politeness in English are "please" and "thank you."

Researcher : How do you usually greet an acquaintance older than you when meeting them on the street? How do you greet them in Bahasa Indonesia and English?

Name : Participant 3

Class : PBI 7B

Date : Friday, November 15 2024

- Researcher : How often do you use polite language, and in what situations?
- Participant 3 : For the first question, how often I use polite language—every day, we definitely use polite language. I also use it almost daily, for instance, when buying snacks and speaking with elders like sellers. I speak respectfully. Similarly, when meeting lecturers, talking to parents, or older people like my landlord, I always use polite language.
- Researcher : How do cultural differences influence your understanding and application of politeness in communication? Is politeness in your region different from others?
- Participant 3 : Cultural differences greatly influence the understanding and application of politeness in communication. For instance, Javanese people are known for their politeness and indirectness to avoid being confrontational. From that, I've learned that Javanese culture prioritizes feelings and avoids hurting others. Different regions have different

customs. For example, in Java, people use indirect language, while in Medan, people tend to speak firmly and loudly. Javanese people are also known for being polite and making small talk.

Researcher : Can you give an example of how you adjust your language based on your relationship with the person you're speaking to?

Participant 3 : For example, I adjust my language depending on the relationship. If it's with peers, I usually speak casually. However, if I don't know them well, I still maintain a polite tone. When talking to parents, I use more respectful language because the relationship requires it. In Javanese culture, for instance, there are language levels like *kromo inggil* and *kromo madya*. However, in other regions, the language might not differ as much between social groups.

Researcher : How do you adjust your language when speaking with someone of higher social status?

Participant 3 : When speaking with someone of higher social status, I use more polite, formal, and structured language.

Researcher : What makes a request sound polite or impolite? Can you give examples?

Participant 3 : To make a request sound polite, it's important to use words like "please" and "thank you." Being direct or commanding makes it sound impolite. For example, if I need someone to close a door, I'd say, "Could you please close the door? Thank you." If I need to pass by someone, I'd say, "Excuse me."

Researcher : What phrases or expressions do you consider important for politeness in English conversations?

Participant 3 : Expressions like "Thank you," "Please," "Excuse me," "Sorry," and "Pardon me" are important for showing politeness.

Name : Participant 4

Class : PBI 5 ICP

Date : Friday, November 15 2024

- Researcher : Hello Participant 4, thank you for taking the time for this interview. We will be talking about communication and politeness in language. Are you ready?
- Participant 4 : Okay, I'm ready.
- Researcher : First question, how often do you use polite language? In what situations?
- Participant 4 : For me, I think I often use words like thank you, sorry, please. It really reflects politeness. Sometimes, even small things like asking for help, like "can you pass me the pen?" if there's no "please", I become reluctant to help. So, I myself often apply these words, like asking someone to pass something, then saying thank you after it's passed. Also, saying sorry, for small things, like if I accidentally bump into someone, I say "sorry, sorry". So, I use polite language quite often in my daily activities.
- Researcher : How do you think cultural differences affect the understanding and application of politeness in your communication? Is the culture of politeness in your area different from other regions?

- Participant 4 : Since the culture is still the same, we're both Javanese, I haven't tried leaving the Javanese environment, so it's still the same. If it's with someone older, it's more polite, and you bow your head.
- Researcher : Can you give an example of how you adjust your language based on your relationship with the other person?
- Participant 4 : For me, yes, especially when it's with older people like moms or dads, I usually use "krama inggil", because at home I use it daily with my parents, so I've gotten used to it. With friends or classmates who are not much older, I speak casually.
- Researcher : How do you adjust your language when speaking to someone with a higher social position?
- Participant 4 : Yes, definitely, I feel reluctant, since their position is higher, so I'll use formal language, not like "aku" or "kamu", but "Anda" and "Saya" to be more formal.

Researcher : In your opinion, what makes a request sound polite or not polite? Can you provide an example?

Participant 4 : Oh, using words like "please", like "bolehlah?" before, or "boleh minta tolong ambilin itu nggak?" In English, like "Sorry, can you give me...?"

Researcher : What phrases or expressions do you think are important to be polite in English conversation?

Participant 4 : Like I said, using words like "please", like "bolehkah?" before, or "boleh minta tolong ambilin itu nggak?" In English, like "Sorry, can you give me...?"

Researcher : Thank you so much for your time, Participant 4. Your answers will be very helpful for this research.

Name : Participant 5

Class : PBI 5 ICP

Date : Friday, November 15 2024

Researcher : Hello Participant 5, thank you for taking the time for this interview. We will be talking about communication and politeness in language. Are you ready?

Participant 5 : Yes, we can start.

Researcher : First question, how often do you use polite language? In what situations?

Participant 5 : I use it often, because by coincidence, I am the person in charge of the course in my class. In situations where I talk to the lecturer, I often speak politely, also to all elders.

Researcher : How do you think cultural differences affect the understanding and application of politeness in your communication? Is the culture of politeness in your area different from other regions?

Participant 5 : Yes, so for me, every culture in every region is different. Even though we're all in Java, it's still different. For example, if we compare Central Java's Semarang people to Central Java's Solo people, that's really different, right? Especially in Solo, if you pass by an elder, you must say "nuwn sewu." Then,

if you go outside Java, like in West Java, it's different from East Java. Even East Java, although the language is also Javanese, it's more formal and rougher in terms of expressions.

Researcher : Can you give an example of how you adjust your language based on your relationship with the other person?

Participant 5 : With friends, of course, no need to use overly formal or very polite words. With lecturers, it's clear that I must use "ungguh unguh" and formal language. With elders, it's just being polite, but not too formal.

Researcher : How do you adjust your language when speaking to someone with a higher social position?

Participant 5 : If they are much older than me, of course, I still use "ungguh unguh". But if they are my peer, even though I know them or not, I switch to using Indonesian as an alternative.

Researcher : In your opinion, what makes a request sound polite or not polite? Can you provide an example?

Participant 5 : For a request, it's clearly just one word, which is "tolong" or "please."

Researcher : What phrases or expressions do you think are important to be polite in English conversation?

Participant 5 : First of all, "excuse me." If not, greetings like "good morning," then words like "please," or modals like "can you," "may I," "would you," etc.

Researcher : Thank you so much for your time, Participant 5. Your answers will be very helpful for this research

Name : Participant 6

Class : PBI 5

Date : Friday, November 15 2024

Researcher : Good afternoon, Participant 6! Thank you for taking the time for this interview. I truly appreciate your participation in our research. Today, we will discuss communication and politeness in language. How are you, are you ready?

Participant 6 : Good afternoon, please feel free to start.

Researcher : First question, how often do you use polite language? In what situations?

Participant 6 : As a student, I use polite language when talking to lecturers, staff, or seniors in campus organizations. For example, I speak formally during consultation meetings or when I'm asking for help from someone in a higher position.

Researcher : How do you think cultural differences affect the understanding and application of politeness in your communication? Is the politeness culture in your area different from other regions?

Participant 6 : In my area, addressing lecturers with proper details and avoiding direct eye contact can be seen as polite. In another region or country, maintaining eye contact might show respect and politeness.

Researcher : Can you provide an example of how you adjust your language based on the relationship with the person you're talking to?

- Participant 6 : With friends and classmates, I use informal language, even jokes. But when talking to my professors or lecturers, I use a respectful tone and formal words such as "excuse me sir" or "mam," "may I ask about the assignment deadline?" Something like that.
- Researcher : How do you adjust your language when speaking to someone with a higher social position?
- Participant 6 : When speaking to a lecturer or a senior in student organizations, I avoid using slang and speak more clearly, including words like "please" and "thank you." For example, "Could you kindly explain this, sir or mam?"
- Researcher : In your opinion, what makes a request sound polite or impolite? Can you provide an example?
- Participant 6 : A polite request involves using phrases like "Could it be possible?" or "Would you please?" For example, "Would you help me review my paper if you have time?" sounds polite, while a request becomes impolite if it's too direct, like

"Can you check this?" Some useful phrases for students, for me, are like "Could you please...", "Excuse me..." and so on.

Researcher : What phrases or expressions do you consider important for being polite in English conversations?

Participant 6 : Yes, as I mentioned earlier, using "Can you," "Could you," and "Would you."

Researcher : Alright, Participant 6, that's all the questions from me. Your answers have provided a lot of insight. Thank you again for your time and cooperation. Have a great day!

Name : Participant 7

Class : PBI 3 ICP

Date : Friday, November 15 202

Researcher : Hi, Anin! It's great to meet you today. Thank you for taking the time for this interview. We will discuss an interesting topic about communication and politeness in language. Are you ready to begin?

Participant 7 : Hello, I'm also happy to meet you today. I'm ready.

Researcher : First question, how often do you use polite language? In what situations?

Participant 7 : Because I'm a student, I use it quite often. Especially in situations when I want to speak to lecturers or older people. If it's with friends, it's more relaxed, so I speak informally.

Researcher : How do you think cultural differences affect the understanding and application of politeness in your communication? Is the politeness culture in your area different from other areas?

Participant 7 : It does affect. Usually, when we use or hear a particular language often, it becomes habitual. So sometimes, I accidentally slip up. For example, I'm from Central Java, but I moved to East Java, and suddenly, it affects the way I speak. Initially, I was polite, but it became less polite because the language there is more direct, you could say. It's different from the language in Central Java, which is softer and more formal.

- Researcher : Can you give an example of how you adjust your language based on your relationship with the speaker?
- Participant 7 : If I'm talking to someone older, I change my language to be more polite/formal. If it's with someone younger, I remain polite but not too formal.
- Researcher : How do you adjust your language when speaking to someone with a higher social position?
- Participant 7 : For example, when I talk to a superior or someone in a higher position, I use formal language and also address them as Pak or Bu. If they are the same age but hold a higher position, I still remain polite and formal.
- Researcher : What do you think makes a request sound polite or impolite? Can you give an example?
- Participant 7 : Definitely the way it's spoken, in a polite manner, and making the request clear. For example, "Mbak Participant 1, could you please pass me the glass next to you?" In English, something

like, “Sist, can you help me to pass me the glasses next to you?”

Researcher : What phrases or expressions do you consider important for being polite in English conversation?

Participant 7 : In Indonesian, it’s clear, call first and then ask, “May I please ask for your help?” Ask first if they are available, “May I ask for your help?” In English, things like “Please,” “Excuse me,” “Can you...” and so on.

Researcher : Thank you so much, Participant 7, for your answers and your time today. This discussion has been very helpful for my research. I hope we can meet again sometime. Have a great day continuing with your activities

Name : Participant 8

Class : PBI 3

Date : Friday, November 15 2024

Researcher : Hello, Participant 8! Thank you for taking the time for this interview. I really appreciate this opportunity to speak with you. We will discuss

communication and politeness in language. Are you ready?

Participant 8 : I'm ready.

Researcher : First question, how often do you use polite language? In what situations?

Participant 8 : I use it often. For example, when I want to ask someone older or someone I don't know.

Researcher : How do you think cultural differences affect the understanding and application of politeness in your communication? Is the politeness culture in your area different from other areas?

Participant 8 : I think it's different. Just in terms of the way people speak, the language is not as soft as in Java, so I feel it's different in each area. This difference affects me because in my daily life I'm used to speaking in a softer way, so I adjust to the place and environment.

Researcher : Can you give an example of how you adjust your language based on your relationship with the speaker?

Participant 8 : In my opinion, when speaking to someone older, I speak in the most polite way. When it's with someone my age, it's more relaxed, polite but not too formal, depending on the situation and relationship, like when joking around.

Researcher : How do you adjust your language when speaking to someone with a higher social position?

Participant 8 : I will remain polite even if they are the same age, because their social position is higher, so even if they are my age, I have to remain polite.

Researcher : What do you think makes a request sound polite or impolite? Can you give an example?

Participant 8 : In my opinion, if you ask for help using the word "please," it sounds more polite.

Researcher : What phrases or expressions do you think are important for being polite in English conversation?

Participant 8 : In English, things like "sorry," "excuse me," and I think those are the most common ones.

Researcher : Thank you so much, Participant 8, for your valuable answers and time today. The knowledge you shared will be very helpful for this research. I hope you have a great day, and I hope we can meet again sometime. Good luck with the rest of your activities

Name : Participant 9

Class : PBI 3

Date : Friday, November 15 2024

Researcher : Hi, Participant 9! Thank you so much for taking the time for this interview. I'm happy to be talking with you today. We will be discussing some aspects related to communication and politeness. Are you ready?

Participant 9 : Okay, we can start now.

Researcher : First question, how often do you use polite language? In what situations?

Participant 9 : I don't really understand what context of polite language means, whether it's formal or informal language. But if not using bad words to communicate with friends is considered polite, then I

usually communicate with my friends in a polite way. For formal language, I rarely use it because there aren't many elders in my environment, so I don't use formal language often. I usually use formal language when speaking to someone older than me.

Researcher : How do you think cultural differences affect the understanding and application of politeness in your communication? Is the politeness culture in your area different from other areas?

Participant 9 : In my own family, I wasn't really taught to use krama (Javanese formal language), which is the language used to speak to elders as a form of politeness in the Javanese culture. But since krama is rarely applied in my family, my friends who live in different areas, even though they are still in the same district, but in a different village, their families apply krama when speaking to their parents. This may also depend on how parents educate.

- Researcher : Can you give an example of how you adjust your language based on your relationship with the speaker?
- Participant 9 : I adjust based on age and their language proficiency, like whether they can speak Javanese or understand Indonesian or maybe English. So when the person is older than me, I usually use formal language. If I know we are about the same age or they look like they are, I still use formal language, but in Indonesian. If I know we are the same age and they speak Javanese, I usually use ordinary Javanese.
- Researcher : How do you adjust your language when speaking to someone with a higher social position?
- Participant 9 : For example, when speaking to someone with a higher social status, like a neighborhood head or community leader, because they are older than me, I would use formal Indonesian, as I am not very proficient in krama.
- Researcher : What do you think makes a request sound polite or impolite? Can you give an example?

Participant 9 : I think whether a request is polite or impolite depends on the person being asked for help. If they think it's just a casual request, it might be fine, but if they believe they have a higher social status and are being asked for help, they might feel it's impolite.

Researcher : What phrases or expressions do you think are important for being polite in English conversation?

Participant 9 : When I want to ask for help, I usually start with "Excuse me," just like saying "permisi" in Indonesian.

Researcher : Alright, Participant 9, that's all the questions from me. Thank you so much for your valuable answers. This really helps with my research. I hope we can talk again sometime. Good luck with the rest of your activities!

Appendix 3

Interview Data: Awareness of Politeness Strategies

Semester 7

Name : Participant 1

Class : PBI 7

Date : Tuesday, March 11, 2025

Researcher : “Have you ever heard of politeness strategies before? Do you know how they are used?”

Participant 1 : "I learned about it before, but I forgot. Maybe I don't know it."

Name : Participant 2

Class : PBI 7

Date : Tuesday, March 11, 2025

Researcher : “Have you ever heard of politeness strategies before? Do you know how they are used?”

Participant 2 : "I learned about it before, but I forgot
the types of politeness strategies."

Name : Participant 3

Class : PBI 7

Date : Tuesday, March 11, 2025

Researcher : "Have you ever heard of politeness
strategies before? Do you know how
they are used?"

Participant 3 : "I took a sociopragmatics course before,
but I forgot about politeness strategies
and their functions."

Semester 5

Name : Participant

Class : PBI 5

Date : Tuesday, March 11, 2025

Researcher : "Have you ever heard of politeness
strategies before? Do you know how
they are used?"

Participant 4 : "To be honest, I don't know about it,
miss.

Name : Participant

Class : PBI 5

Date : Tuesday, March 11, 2025

Researcher : "Have you ever heard of politeness
strategies before? Do you know how
they are used?"

Participant 5 : "Not yet"

Name : Participant 6

Class : PBI 5

Date : Tuesday, March 11, 2025

Researcher : "Have you ever heard of politeness
strategies before? Do you know how
they are used?"

Participant 6 : "I don't know yet"

Semester 3

Name : Participant 7

Class : PBI 3

Date : Tuesday, March 11, 2025

Researcher : "Have you ever heard of politeness strategies before? Do you know how they are used?"

Participant 7 : "I don't know about it, miss."

Name : Participant 8

Class : PBI 3

Date : Tuesday, March 11, 2025

Researcher : "Have you ever heard of politeness strategies before? Do you know how they are used?"

Participant 8 : "Wow, I've never heard of that before."

Name : Participant 9

Class : PBI 3

Date : Tuesday, March 11, 2025

Researcher : “Have you ever heard of politeness strategies before? Do you know how they are used?”

Participant 9 : "I have no idea about it at all."