POLITENESS OF ENGLISH LITERATURE STUDENTS IN CLASSROOM INTERACTION IN UIN MALANG

THESIS

Presented to

Universitas Islam Negeri Maulana Malik Ibrahim Malang

In Partial Fullfillment of the Requirements for the Degree of Sarjana Sastra (S.S).

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MOTTO

"To be beautiful means to be yourself.

You don't need to be accepted by others.

You need to accept yourself."

~ Thich Nhat Hanh

DEDICATION

This thesis is especially dedicated to:

1. Myself, for the countless hours of hard work, sleepless nights, and moments of self-doubt that I had to overcome to finally complete this thesis. This journey has tested not only my academic abilities but also my emotional endurance and mental strength. I pushed through days when motivation was low and pressure was high, learning to be disciplined, strong, and committed to my goals. This dedication is a reminder that I am capable of achieving what I once thought was impossible. I am proud of how far I have come, and I honor every small step that led me here. Thank you for keep trying.

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Finally, the researcher acknowledges that this thesis was not perfect in terms of content and presentation. Suggestions and insightful comments are welcome to complete the flaws of this thesis. The researcher believes that this thesis will be helpful and insightful to the readers, the researcher, and especially to the reader.

Malang, 16 Mei 2025
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ABSTRACT

In academic settings, effective communication and mutual respect are essential for creating a positive learning environment. One key aspect of this is the use of politeness strategies, which vary based on students' language proficiency, cultural background, and academic improvement. This study examines the use of politeness by first-year and senior English Literature students at UIN Maulana Malik Ibrahim Malang in classroom interactions. Using Brown and Levinson's (1987) politeness theory, it analyzes students' use of positive, negative, off-record, and bald on-record strategies with lecturers and peers. Adopting a qualitative descriptive method in pragmatic approach, data were collected through observations, audio recordings, and field notes, involving 5 lecturers and 136 students, with additional data from interview to strengthen the observation result. This research found 44 utterances spoken by English Literature student of UIN Maulana Malik Ibrahim Malang. The findings show that senior students displayed greater pragmatic competence, using more nuanced and indirect strategies, while first-year students relied on basic politeness forms. Cultural and religious norms, such as Islamic greetings and formal address, shaped respectful communication. The study highlights how politeness in academic settings is influenced by language, culture, and student academic improvement, contributing to effective and inclusive learning.

ملخص

هو لذلك الرئيسية الجوانب وأحد. إيجابي تعليمي جو لخلق مهمًا أمرًا المتبادل والاحترام الفعال التواصل يعد الأكاديمية، البيئة في الدراسة هذه تبحث. الأكاديمي وتطورهم الثقافية وخلفيتهم اللغوية الطلاب قدرة على بناءً تختلف أن يمكن والتي المداراة، استخدام جامعة في الإنجليزي الأدب دراسة برنامج في النهائية والسنة الأولى السنة طلاب قبل من التهذيب استراتيجيات استخدام في هذه تحلل نظري، كأساس (1987) وليفنسون لبراون التأدب نظرية وباستخدام. الصفية التفاعلات في مالانج إبراهيم مالك مولانا على الصلعاء) والمباشرة (السجل خارج) المباشرة وغير والسلبية الإيجابية التأدب لاستراتيجيات الطلاب استخدام الدراسة البراغماتي، المنهج في الكيفي الوصفي المنهج الدراسة هذه استخدمت. الطلاب وزملائهم المحاضرين مع التفاعل عند (السجل طالبًا، 136 ومحاضرين 5 وشملت الميدانية، والملاحظات الصف في الصوتي والتسجيل الملاحظة خلال من البيانات جمع مع الأدب طلاب بها نطق لفظًا 44 في تمثلت نتائج عن الدراسة هذه وأسفرت. الملاحظة نتائج لتأكيد المقابلات من إضافية بيانات مع نضجًا، أكثر براغماتية بكفاءة يتمتعون النهائية السنة طلاب أن النتائج وتظهر. مالانج إبراهيم مالك مولانا جامعة في الإنجليزي ولا. التهذيب من أساسية أشكالًا الغالب في الأولى السنة طلاب يستخدم بينما مباشرة، وغير دقة أكثر استراتيجيات ويستخدمون

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ABSTRAK

Jannah, Ummi Roisatil. (2025). *"Politeness of English Literature Students in Classroom Interaction in UIN Malang".* Skripsi. Departemen Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen Pembimbing: Dr. Meinarni Susilowati, M.Ed

Dalam lingkungan akademik, komunikasi yang efektif dan saling menghormati merupakan hal penting untuk menciptakan suasana belajar yang positif. Salah satu aspek utama dari hal ini adalah penggunaan kesantunan, yang dapat bervariasi berdasarkan kemampuan berbahasa, latar belakang budaya, dan perkembangan akademik mahasiswa. Penelitian ini mengkaji penggunaan strategi kesantunan oleh mahasiswa tahun pertama dan mahasiswa tingkat akhir Program Studi Sastra Inggris di UIN Maulana Malik Ibrahim Malang dalam interaksi di kelas. Menggunakan teori kesantunan Brown dan Levinson (1987) sebagai landasan teori, penelitian ini menganalisis penggunaan strategi kesantunan positif, negatif, strategi tidak langsung (off-record), dan strategi langsung (bald on-record) oleh mahasiswa saat berinteraksi dengan dosen dan sesama mahasiswa. Penelitian ini menggunakan metode deskriptif kualitatif dalam pendekatan pragmatik, dengan pengumpulan data melalui observasi, rekaman audio di kelas, dan catatan lapangan, yang melibatkan 5 dosen dan 136 mahasiswa, dengan data tambahan dari wawancara untuk menguatkan hasil observasi. Penelitian ini menghasilkan temuan berupa 44 ujaran yang dituturkan oleh mahasiswa Sastra Inggris UIN Maulana Malik Ibrahim Malang. Hasil penelitian menunjukkan bahwa mahasiswa tingkat akhir memiliki kompetensi pragmatik yang lebih matang, menggunakan strategi yang lebih halus dan tidak langsung, sementara mahasiswa tahun pertama lebih banyak menggunakan bentuk kesantunan dasar. Norma budaya dan keagamaan, seperti penggunaan salam Islam dan sapaan formal, turut membentuk komunikasi yang sopan. Studi ini menyoroti bahwa kesantunan dalam lingkungan akademik dipengaruhi oleh bahasa, budaya, dan perkembangan akademik mahasiswa, yang pada akhirnya berkontribusi terhadap proses pembelajaran yang efektif dan inklusif..

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CHAPTER I

INTRODUCTION

This chapter includes five parts: the background of the study, research question, significance of the study, scope and limitation, and definition of key terms. It gives an overview of the basic elements that support this research, such as the background, the problem being studied, and the purpose and limits of the research. The background section explains the topic, mentions previous related studies, and shows how this research is different.

A. Background of study

In the classroom, communication between teachers and students is about more than just transferring knowledge; it is also about creating a polite and supportive environment. Politeness is a crucial factor in this environment. Politeness is the use of respectful language, gestures, and behavior that takes into account other people's feelings and social status. In classroom interactions, civility is essential for maintaining peace, promoting participation, and fostering a healthy learning environment. Teachers who use courteous language provide an example for students to emulate. Simply saying "please," "thank you," or providing critical feedback in a respectful manner can help students feel valued and respected. Similarly, students are encouraged to share their thoughts, ask questions, and reply to teachers with respect and appreciation. Both teachers and students benefit from exercising courtesy, which helps to make the learning process more inclusive and productive.

Classroom discourse is the verbal and nonverbal communication that occurs in a classroom context. It includes interactions between teachers and students, as well as among students themselves. This discussion is an important part of the educational process because it influences how information is shared, how students interact with the content, and how they develop critical thinking and communication skills. Classroom discourse refers to how teachers and students communicate with one another in the classroom. It includes the language used, interpersonal patterns, and social conventions that influence the learning environment. Classroom discourse consists of instructor talk and student conversation, interaction between students and lecturers in class, both questions or responses, and discussions. Effective classroom discourse serves students by allowing them to connect new material to past knowledge, improving critical thinking, encouraging students to ask questions, explore alternative points of view, and justify their views, and developing critical thinking abilities.

One misconception that frequently occurs in educational settings is the belief that older students are more respectful than younger students. This happens for a variety of reasons, including life experience, emotional maturity, academic experience, and personal ambition and determination. This can also be influenced by culture, stereotypes, and expectations, as well as means of adapting to the academic environment; for example, new students may still be adapting to new guidelines, and they will most likely show the same amount of politeness as older students over time. Aside from that, communication skills in classroom discourse help students build verbal and nonverbal communication skills, which are critical

for academic and professional success. Active participation in discourse can boost students' interest and motivation, making learning more pleasurable and fulfilling. Educators can develop a more lively, welcoming, and effective learning environment that supports all students' academic and personal development by understanding and purposefully controlling classroom conversation.

Politeness theory, as developed by Brown and Levinson (1987), provides a foundational framework for analyzing how individuals maintain face and navigate social interaction. Their theory identifies two primary strategies, positive politeness and negative politeness that speakers use depending on social distance, power relations, and the degree of imposition. In the context of language education, pragmatic competence, including the use of politeness strategies, is considered essential for effective communication (Yule, 1996). Furthermore, Holmes (2013) emphasizes that language use in academic settings is deeply shaped by sociocultural norms, making the study of politeness particularly relevant in a multicultural university environment like UIN Malang. By applying these theoretical perspectives, this study seeks to examine the pragmatic choices made by students in their classroom interactions and how these choices reflect broader patterns of language use, respect, and social negotiation.

Several previous studies have looked into the usage of politeness strategies in educational settings, specifically in classroom interactions. Amelia (2020) discovered that positive politeness methods, such as showing attention, using inclusive language, and expressing appreciation, were frequently employed in teacher-student interactions to foster rapport and promote a helpful learning

environment. According to Rahmawati (2019), in online academic forums, university students frequently employed indirectness and hedging to communicate disagreement gently, which is consistent with Brown and Levinson's (1987) concept of face-saving activities. Furthermore, Fitriana (2017) found that Indonesian students used negative politeness and indirectness while making requests of professors, representing cultural expectations of respect and hierarchy in academic discourse. These research all support the hypothesis that politeness is a strategic and context-sensitive part of communication in academic settings, influenced by both linguistic and social standards.

Latrech and Alazzawie (2023) investigated the use of politeness strategies in teacher-student interactions in Omani EFL classes, providing vital insights into how cultural and environmental factors influence communication in educational contexts. Their findings, stressed that both teachers and students used a variety of politeness methods, including positive and negative politeness, to preserve respectful and cooperative classroom dynamics. Teachers generally utilized positive politeness to encourage student engagement and build a supportive learning environment, whereas students used negative politeness methods, such as indirect language and hedging, to demonstrate reverence and avoid imposing on their teachers. The study also found that the hierarchical structure of teacher-student relationships in Omani culture had a substantial impact on the frequency and type of politeness methods adopted.

Salsabila (2022), investigated the use of positive and negative politeness strategies in EFL classroom interactions. Her research found that teachers and

students deliberately used both types of politeness depending on the occasion and amount of familiarity between the speakers. Positive politeness methods, such as complimenting, using inclusive language, and demonstrating empathy, were frequently employed to reduce social distance and foster solidarity, particularly during group activities and casual chats. In contrast, negative politeness strategies such as formal address, indirect requests, and apologizing were more common in formal contexts, such as when students asked questions or made requests to teachers. Salsabila's findings confirm with Brown and Levinson's (1987) paradigm and highlight the significance of contextual awareness in the efficient use of politeness in EFL situations.

In university classrooms, politeness has become essential for shaping good academic relationships and sustaining a respectful educational environment. At the university level, particularly in institutions such as UIN Malang, politeness is more than just a linguistic preference; it also reflects social status and religious beliefs centered in communication standards. According to Brown and Levinson's Politeness Theory (1987), students use positive politeness (e.g., expressing gratitude and using honorifics like "Sir" or "Bu"), negative politeness (e.g., using modal verbs like "may" or hedging expressions), and off-the-record strategies (e.g., rhetorical questions) to maintain social harmony and show deference to authority figures like lecturers. Thus, politeness in university classrooms is multidimensional, combining linguistic form, nonverbal behaviour, and cultural sensitivity to create an environment conducive to welcoming and successful learning exchanges.

Social interaction is the process by which individuals or groups communicate and interact with one another in a social setting. It is the foundation of all social relations and one of the most important notions in sociology. Verbal and nonverbal communication are crucial aspects of social interaction. This involves discussion, body movement, facial gestures, and eye contact. Social interactions form networks of relationships, which are essential for social support, employment prospects, and other resources. Interactions help individuals acquire communication, empathy, and collaboration abilities that are useful in everyday life. In the present instance, the author is interested in politeness theory, which will be used to evaluate the research. The researcher uses politeness theory because this theory fits the researcher's study very well.

Based on the findings of previous studies by Latrech and Alazzawie (2023), Salsabila (2022), and Hartini et al. (2024), it is evident that politeness strategies play a significant role in maintaining respectful and effective communication in EFL classrooms, with teachers and students employing various forms of positive and negative politeness depending on cultural context and classroom dynamics. However, the researcher identified a gap in these studies, particularly in how politeness evolves between students of different academic levels within the same institutional setting. Unlike the aforementioned research, which generally focused on one-sided interactions or did not distinguish between student group, this study at UIN Malang specifically compares the politeness strategies used by first-year and senior English Literature students. By applying Brown and Levinson's (1987) politeness theory within the Islamic educational context of UIN Malang, this

research uniquely highlights how politeness is shaped not only by linguistic and social factors but also by cultural and religious values embedded in the academic environment. This comparative and context-specific approach allows this study to contribute deeper insight into the development of pragmatic competence over time in a culturally rich setting.

Besides, in Walid (2011), the concept of *ulul albab* in character education at UIN Maulana Malik Ibrahim Malang refers to the effort to shape individuals with clear reasoning, deep thinking, and strong spirituality. *Ulul albab* are those who are able to integrate intellectual, emotional, and spiritual intelligence, as described in the Qur'an as people who constantly reflect, remember Allah, and take lessons from the phenomena of life. This educational model is applied in all aspects of learning, including academic lectures, personality development, and the habituation of Islamic moral values such as honesty, responsibility, and social care. It serves as a foundation to form students who are not only academically intelligent but also morally upright and ethically responsible.

Afterwards, also in the *ulul albab* framework by Walid (2011), moral character is respected as a fundamental principle, including humility (*tawadhu'*), integrity, respect for others, and communication with softness. Students' use of respect techniques in their language, particularly during class interactions, clearly demonstrates these principles. When raising questions, answering, or sharing their thoughts with others and educators, students are advised to put politeness first. The institution's development of Islamic character values is consistent with approaches like indirectness (subtly expressing goals), negative politeness (avoidance of

imposition), and positive politeness (demonstrating closeness and respect). As a result, studies on English literature students' classroom politeness at UIN Malang are especially relevant to recognizing how academic communication practices reflect an understanding of *ulul albab* qualities of character.

This topic was chosen because it is crucial to comprehend the application of politeness in academic interactions, particularly for university students who are expected to communicate effectively in formal settings. Using a pragmatic method to understand the underlying meanings and intents behind their language use, this study focuses on English Literature students at UIN Malang in order to investigate how politeness strategies are employed in actual classroom contexts. It is anticipated that this analysis would define students' communicative proficiency and contribute in the creation of improved teaching and learning strategies in higher education.

B. Research Questions

1. How the first-year students of English Literature at UIN Malang perform politeness in the classroom with their lecturers?

2. How the senior students of English Literature at UIN Malang perform politeness in the classroom with their lecturers?

C. Research Objectives

1. To identify how the first-year students of English Literature at UIN perform politeness in the classroom with their lecturers.

2. To identify how senior student of English Literature at UIN Malang perform politeness in the classroom with their lecturers.

D. Scope and Limitation

This study focuses on the analysis of politeness strategies used by English Literature students at UIN Malang during classroom interactions, particularly during class discussions, presentations, and question-and-answer sessions between students and lecturers, as well as among peers. The analysis was grounded in the pragmatic theory of politeness proposed by Brown and Levinson (1987), emphasizing both positive and negative politeness strategies. This study is limited to English Literature Students in UIN Malang. The study concentrated on English Literature students at UIN Malang, comparing first-year students and senior students to ensure diversified data collection, the sample consisting of a representative number of students from both categories. Conduct field research by replicating specific classroom scenarios and monitoring politeness reactions from freshmen and seniors.

E. Significance of the study

The researcher investigated the politeness applied by English Literature students at UIN Maulana Malik Ibrahim Malang, the researcher intent to capture data directly from exchanges between students and lecturers in the classroom. This study will provide a better knowledge of how politeness theory is used in academic settings, particularly in higher education institutions in Indonesia. This study, which takes a comparative approach between first-year students and seniors, provided valuable insight into how courteous behavior grows with academic experience. The data for this study was gathered through direct observation of interactions between students and lecturers during classroom learning. To examine students' polite

behavior, researchers recorded audio of lecture sessions that included discussion or questions and answers between students and lecturers. These recordings enable a thorough and accurate review, which will then be scripted into writing form.

F. Key Terms

This study specified the definition of major terminologies to connect the same perspectives between the readers and the researcher. Among the keywords used in this research are:

1) **Politeness**: A pragmatic concept that refers to how we use language and behavior to express respect, admiration, or kindness in classroom interactions. It involves a variety of verbal and nonverbal strategies for maintaining harmonious relationships between students and lecturer, and creating a pleasant communication environment.

2) **Pragmatics:** Pragmatics is a discipline of linguistics that investigates how individuals use language in everyday settings and how context influences language interpretation. Simply put, pragmatics examines what individuals intend rather than what they say. It focuses on how contextual factors such as speaker intention, social rules, tone, and body language influence meaning.

3) **English Literature Student**: Those who are enrolled in a higher education institution's English Literature program or department. They are interested in and want to learn about various areas of English, literature, culture, and comparative literature. English Literature students often study and analyze literary works in English, such as poetry, prose fiction, drama, and nonfiction, from a variety of critical and theoretical perspectives.

4) **First-year Student:** A first-year student is someone who is just beginning their college or university education. This period is marked by exploration, adjustment, and learning how to navigate a new academic and social environment.

5) **Senior Student**: A senior student is who is in the final stage of their undergraduate education. This period often involves advanced coursework, career preparation, and fulfilling graduation requirements. It's a time of reflection, accomplishment, and transition.

6) **UIN Malang**: UIN Malang is the acronym for Universitas Islam Negeri (UIN) Malang. UIN Malang is one of Indonesia's state universities, located in Malang City, East Java. UIN Malang, an Islamic-based higher education school, offers a variety of degree programs in religious and general science. UIN Malang focuses on expanding education, research, and community service based on Islamic ideals.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents theoretical foundations related to the study, including pragmatics, and politeness theory. In addition, previous studies relevant to politeness and classroom interaction was also reviewed. These theories and references serve as the conceptual basis for analyzing the politeness strategies used by students in academic settings.

A. Pragmatics

Pragmatics is a discipline of linguistics that investigates language use in social circumstances, particularly how context, purpose, and implicature influence language meaning. This entails comprehending how speakers and listeners use language to achieve communicative goals, as well as how meaning is derived from the situational context. It refers to a verbal function performed by the speaker, such as stating, ordering, requesting, or proposing.

Pragmatic studies focus on how speech acts are perceived and processed in the context of communication. Politeness is a crucial feature in the study of pragmatics, hence the relationship between the two is quite close. One of the most common goals in communication is maintaining harmonious social interactions and avoiding conflict. In this context, politeness plays an essential role. Brown and Levinson (1987) explain that politeness strategies are used to manage face-threatening acts and preserve interpersonal relationships. Pragmatics explores various politeness strategies used in language to show respect, reduce friction, and build social rapport. According to Leech (1983), pragmatic analysis helps in

understanding how politeness maxim functions across different situations. Therefore, pragmatic studies offer a theoretical framework for interpreting politeness in communication, while politeness provides concrete examples of how pragmatic principles operate in everyday language use.

Pragmatics is defined as the branch of linguistics that studies how language is used in real-life social interactions, focusing on how speakers convey meaning beyond the literal interpretation of words, depending heavily on context, speaker intention, and social norms. According to Yule (1996), pragmatics is "the study of the relationships between linguistic forms and the users of those forms," emphasizing how meaning is constructed through interaction. This definition aligns with the focus of the researcher's study, which explores how students at UIN Malang apply politeness strategies during classroom discourse, demonstrating their awareness of social hierarchy, formality, and culturally appropriate behavior within academic settings.

B. Politeness

Politeness is a fundamental aspect of human communication that reflects a speaker's awareness of social norms and the desire to maintain positive interpersonal relationships. It involves the use of language and behavior to show respect, avoid offense, and create a sense of comfort and cooperation in interaction. Politeness is not just about being "nice," but about understanding social context, power dynamics, and cultural expectations.

Brown and Levinson (1987), in their influential theory of politeness, propose that all individuals have "face" a public self-image that they want to

maintain and that politeness strategies are used to mitigate face-threatening acts (FTAs) during communication. They identify four main types of politeness strategies: **positive politeness**, which seeks to build solidarity and express friendliness (e.g., compliments, inclusive language); **negative politeness**, which shows respect and acknowledges the listener's desire not to be imposed upon (e.g., formal language, apologies); **off-record**, which involve indirect or ambiguous expressions that allow for plausible deniability (e.g., hints, suggestions); and **bald on-record**, which are direct and unmitigated forms of communication, often used in urgent or informal situations. These strategies vary depending on the relationship between speakers, the context of the interaction, and cultural norms.

Politeness is a linguistic method for demonstrating respect, reducing social conflict, and preserving interpersonal peace. Brown and Levinson (1987) developed the Politeness Theory, which is one of the most influential models in pragmatics. Their idea is founded on the concept of face, which refers to a person's self-image in a social situation. There are two types of faces:

Positive face: The desire to be liked, praised, and accepted.

For example:

A: *"Your presentation was really impressive! You explained the concept so clearly everyone learned a lot from you."*

This supports the **positive face** of the listener by showing admiration and acceptance. It fulfills the hearer's desire to be liked, appreciated, and valued by others.

Negative face: The desire to be free to act without being ordered upon.

For example:

A: *"I'm really sorry to bother you, but I was wondering if it might be possible to get a short extension on the assignment deadline?"*

This respects the **negative face** of the listener by minimizing imposition and showing deference. The speaker uses hedging and indirectness to allow the listener freedom to refuse without pressure.

Brown and Levinson identified four major politeness strategies:

Bald on Record: direct and plain communication sans politeness techniques.

For example:

A:*"Submit your paper by Friday."*

The utterance is straightforward, with no softening or hedging. It gives a clear command, assuming the listener will comply without the need for politeness.

Positive Politeness: refers to practices that encourage solidarity and friendliness.

For Example:

A: *"Hey, you're really good at this topic, maybe we can work together on the group assignment?"*

This utterance uses praise *"you're really good at this topic"* and inclusive language *"we"* to build rapport and reduce social distance.

C. Face Threatening Acts (FTAs)

Brown and Levinson's theory of politeness, proposed in their seminal work "Politeness: Some Universals in Language Usage" (1978), seeks to explain how people manage interpersonal relationships through language in order to mitigate potential threats to one's self-image or sense of identity. The idea contends that

politeness methods are used to preserve pleasant social connections while managing the inherent conflict between the need for communication efficiency and the requirement to maintain social harmony and face.

Afterwards, Face-threatening acts (FTAs) are actions or utterances that potentially infringe upon one's positive or negative face. Politeness strategies are used to mitigate these threats and maintain face harmony in communication. Politeness Principles: Brown and Levinson provide a hierarchy of politeness principles to help guide the choice of politeness methods. These principles include rating methods based on their effectiveness in neutralizing face threats while taking into account variables such as social distance, power dynamics, imposition, and the severity of the threat.

D. Theoretical Framework

This study uses the pragmatic framework of Brown and Levinson's theory of politeness to examine the spoken language of UIN Malang English literature students. It is assumed that the students' pragmatic awareness and comprehension of the academic and social contexts in which they communicate are reflected in their choice of politeness technique. Based on the findings of previous studies by Latrech and Alazzawie (2023), Salsabila (2022), and Hartini et al. (2024), it is evident that politeness strategies play a significant role in maintaining respectful and effective communication in EFL classrooms, with teachers and students employing various forms of positive and negative politeness depending on cultural context and classroom dynamics.

However, the researcher identified a gap in these studies, particularly in how politeness evolves between students of different academic levels within the same institutional setting. Unlike the aforementioned research, which generally focused on one-sided interactions or did not distinguish between student group, this study at UIN Malang specifically compares the politeness strategies used by first-year and senior English Literature students. By applying Brown and Levinson's (1987) politeness theory within the Islamic educational context of UIN Malang, this research uniquely highlights how politeness is shaped not only by linguistic and social factors but also by cultural and religious values embedded in the academic environment. This theoretical framework supports the investigation into how English Literature students at UIN Malang utilize language to maintain politeness in academic and social interactions.

CHAPTER III

RESEARCH METHOD

This chapter discusses the techniques and procedures for doing this study. This section discusses the study's design, sources, data gathering, and analysis methods. It is believed that the explanation of technological mechanisms in this section will help readers comprehend how this research was conducted.

A. Research design

In the context of pragmatics, this study uses a qualitative design with a pragmatic analysis approach. Since the study's goal is to examine and understand English literature students' linguistic behavior in a natural context rather than test theories or measure data, a qualitative technique was selected. This study's descriptive design allows the researcher to investigate the construction and performance of politeness in real-world language use. Instead of changing factors, the researcher aims to examine naturally occurring utterances that students use in formal settings from spoken language.

In addition, this approach enables the researcher to capture the depth and complexity of language use by considering not only the words spoken but also the social and cultural contexts in which the interactions occur. Through observation, audio recordings, and field notes, the researcher can analyze how politeness strategies are employed in real-time classroom interactions, reflecting the students' pragmatic awareness and adaptation to different social roles and relationships. This method also allows for a nuanced interpretation of verbal and nonverbal cues, such

as tone of voice, pauses, or gestures, which contribute significantly to the expression of politeness.

B. Data and Data source

The data used in this study consist of naturally occurring verbal interactions between English Literature students and their lecturers at Universitas Islam Negeri Maulana Malik Ibrahim Malang. Besides, the data source for this study consists of naturally occurring interactions between English Literature students and their lecturers at Universitas Islam Negeri Maulana Malik Ibrahim Malang. These interactions were collected from classroom settings where real communication took place during teaching and learning activities.

The participants included 136 students and 5 lecturers who were actively involved in the instructional process. Data were obtained through observation, audio recordings of classroom discourse, and detailed field notes, which were later transcribed into written form for analysis. The use of natural classroom interaction as the primary data source allows the researcher to explore authentic language use and observe how politeness strategies emerge spontaneously within the academic context. However, real-time data provides rich insights into how students express politeness in both formal and informal exchanges, enabling a deeper understanding of their pragmatic competence in actual communicative situations, as the provided data form below:

No.	Student's category	Lesson	Educator's Quantity	Duration	Classroom Quantity
1.	First year students	Intensive English Course	Three lecturers	Two weeks	Three classes observed
2.	Senior students	Literature and Islam	One lecturer	Two weeks	One class observed
3.	Senior students	School of Linguistics	One lecturer	Two weeks	One class observed

Afterwards, to clarify and strengthen of the observation data, the additional data gained from the interview, it was conducted with three groups of participants to gain deeper insights into their perceptions and use of politeness in classroom interactions. The table below presents the details of the interview participants, including their roles, number, and the duration of each interview session.

No.	Category	Speaker's Quantity	Duration
1.	Lecturer	Four lecturers	One day
2.	First-year students	Three students	One day
3.	Senior Students	Three students	One day

C. Research instrument

Since this study is qualitative in nature, the research instrument is the researcher herself, acting as the primary tool for both data collection and analysis.

In qualitative research, the role of the researcher is central, and directly involved in observing the natural setting, interacting with participants, and interpreting the meaning of their behavior and communication. The researcher actively engages in every stage of the process beginning from the initial observation, through systematic data gathering, to the interpretation and contextual analysis of the findings. This approach allows the researcher to gain in-depth insights into the participants' use of language, particularly how politeness strategies are employed in real academic interactions. Because qualitative research relies heavily on human perception and interpretation, the researcher's sensitivity, critical thinking, and reflexivity become essential in ensuring that the data collected are rich, relevant, and meaningful.

To support the observation data, this study also used interviews with both lecturers and students. The purpose of the interviews was to confirm the accuracy of the data and to better understand why certain politeness strategies were used. Through the interviews, the researcher got more information about how students and lecturers view politeness in classroom communication. This helped strengthen the findings and made the analysis more complete.

The researcher uses an observation guide to concentrate on important aspects of student interactions in spoken, like types of politeness strategies used (bald on record, positive politeness, negative politeness, off record), context of the conversation based on pragmatics aspect (formal, peer/teacher interaction), classroom etiquette, gratitude and apologies, non-verbal cues, sensivity to cultural and religious values.

D. Data collection

The data collection process in this study was carried out over 5 classroom meetings with two weeks duration started from November 11, 2024 and finished on December 06, 2024 during regular teaching and learning sessions. The researcher employed a pragmatic approach using observation, allowing the natural flow of interaction between students and lecturers. Audio recordings were used to capture the spoken language accurately, ensuring that every utterance could be reviewed in detail during the analysis phase. In addition to recordings, the researcher also took field notes to document non-verbal communication, contextual information, and relevant classroom dynamics that could influence the use of politeness strategies. All interactions were scripted textually to preserve the authenticity of the data. This combination of observation, recording, and field note-taking enabled the researcher to gather comprehensive data that reflect real, spontaneous language use, which is essential for analyzing the application of politeness strategies within academic discourse.

E. Data analysis

The data analysis in this study followed a qualitative descriptive approach, focusing on identifying and categorizing the politeness strategies used by students based on Brown and Levinson's (1987) framework. After transcribing the audio recordings of classroom interactions, the researcher carefully examined each utterance to determine whether it reflected positive politeness, negative politeness, off-record strategies, or bald on-record strategies. Each utterance was analyzed in its context, considering the relationship between the speaker and listener, the

formality of the situation, and accompanying nonverbal cues such as tone, gestures, or expressions.

The researcher then grouped similar utterances to identify patterns in the use of politeness strategies among first-semester and seventh-semester students. This analytical process allowed the researcher to interpret how students' level of study and exposure to academic interactions influenced their pragmatic choices. The findings were then described narratively to highlight not only the frequency of certain strategies but also the depth of students' pragmatic awareness in real communicative settings. Spoken data (such as class discussions, presentations, or Question and Answer) will be recorded with consent. These recordings will allow for repeated playing during transcription and analysis, which will aid in correctly capturing language use, such as tone, hesitancy, and accent.

CHAPTER IV

FINDING AND DISCUSSION

This chapter includes the research findings and discussion, which were based on data collected from classroom interactions between English Literature students and lecturers at UIN Malang. The analysis focuses on the usage of politeness strategies as well as other related features such as honorifics, indirect language, gratitude and apologies, non-verbal cues, classroom etiquette, and cultural with religious values.

A. Findings

This study aims to address two primary research questions: (1) How the first-year students of English Literature at UIN Malang perform politeness in the classroom with their lecturer? and (2) How senior students of English Literature at UIN Malang perform politeness in the classroom with their lecturer? The analysis is guided by the politeness theory developed by Brown and Levinson (1987), which identifies strategies such as positive politeness, negative politeness, bald on record, and off record communication. These strategies are used to manage face and maintain social harmony in interaction. Additionally, the study is grounded in the broader framework of pragmatics, which, as Yule (1996) explains, examines how language is used contextually to achieve communicative goals and maintain interpersonal relationships.

The researcher collected data through direct observation, took audio recordings in class, and field notes to scripts of exchanges between students and lecturers. The study involved 5 lecturers and 136 students. The researcher identified

44 utterances used by English Literature students when interacting and responding the lecturer in the classroom setting. By examining how these students apply politeness in their spoken interactions, we can better understand their communication patterns and the challenges they may face in academic discourse.

This section explores how English Literature students at Universitas Islam Negeri Maulana Malik Ibrahim Malang apply politeness strategies in their classroom interactions, the analysis focuses on the types of strategies students use when communicating with lecturers and peers, including positive politeness, negative politeness, off-record, and bald on-record strategies

1. **The use of Politeness by First-year Students**

   First-year students: through **silence and avoidance**. The use of politeness strategies among first-year students is often influenced by their previous educational background, cultural norms, and level of linguistic competence. The students avoid speaking up because they are afraid of interrupting or imposing on the teacher. This behavior reflects respect for the teacher's negative face, which is the desire to be free from disturbance or obligation. Many of them hesitate to speak up in class, not because of a lack of ideas, but due to fear of interrupting or imposing on the teacher. By choosing to remain silent, students aim to avoid confrontation and show deference, even though it may limit their participation and learning opportunities.

a) Positive Politeness

First-year students mostly used basic forms such as greetings, expressions of thanks, and honorifics like "Sir", "Miss", or "Bu." Their positive politeness reflects initial efforts to be respectful and build rapport.

Datum 1

This situation happened in Intensive English Class (IEC) on Thursday, December 03, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred at the beginning of the questions and answer session, which began after the lecturer discussed the students' assignments, which were provided as exercises in order to prepare for the exam.

*Student: "Excuse me, **Sir**. I want to ask about the assignment."*
Lecturer: "Sure, feel free to ask."

Based on the conversation in datum 1, the student directly addresses the lecturer using **"Sir,"** a formal English honorific used to convey respect. The students were attentive, but one student appeared to have a question a matter needing clarification about an assignment. Rather than blurting out the question abruptly, the student carefully waited for the right moment, then raised a hand slightly or leaned forward and said politely:

*"Excuse me, **Sir**. I want to ask about the assignment."*

This form aligns with institutional norms and demonstrates the student's

awareness of power dynamics. The use of the honorific **"Sir"** indicates a formal tone and a recognition of the lecturer's authority, suggesting a hierarchical relationship typical in such settings. The conversation above demonstrates **positive politeness**, it means respectful and acknowledges the lecturer's higher status. This simple sentence reflects a high level of pragmatic awareness and politeness, which is especially important in the structured social environment of a classroom. While the core intention is to gain information, the way it is expressed reflects a deep respect for the teacher's role, the setting, and classroom etiquette.

Datum 11

This situation happened in Intensive English Class (IEC) on Thursday, November 21, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred at the ending of the class session, which began during the lecturer explaining the material in classroom, which students were continued to answer polite respond to the lecturer.

Lecturer: "Do you understand, everyone?"
*Student: "Yes, **Miss.**"*

Based on the conversation in datum 11, the student affirms understanding during a lecturer's question. The student uses **"Miss"** to address the female lecturer, showing deference and respect. This aligns with institutional norms and demonstrates sensitivity to power dynamics in the classroom. It can be inferred that he student's respond above demonstrates **positive politeness.**

b) Negative Politeness

First-year students used polite phrases like "Sorry" or modal expressions such as "May I…" but in simpler forms, indicating developing pragmatic competence.

Datum 15

This situation happened in Intensive English Class (IEC) on Thursday, November 21, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, which began after the lecturer explaining the students' next task, which students were continued to ask remission about the task to the lecturer.

*Student A: "**May I** ask for extra time, Bu?"*
Student B: "I also need to ask for an extension for the assignment."
Lecturer: "How about next week?

As illustrated in datum 15, it showed that the student is asking the lecturer for more time to submit an assignment. Instead of directly saying "I want an extension," the student uses the modal verb "may," which reduces imposition and conveys respect. This is a polite request that uses a modal verb to minimize imposition, which is a key feature of **negative politeness**. It shows respect and acknowledges the listener's power to permit or deny the request.

c) Off Record

First-year students rarely used off-record strategies. Their indirectness was

typically basic and not deeply nuanced.

Datum 17

This situation happened in Intensive English Class (IEC) on Thursday, December 05, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, the lecturer may be using a student-centered approach by encouraging the student to generate their own example, but may need to balance that with scaffolding or modeling to support students who are unsure, where students are encouraged to think independently and contribute actively. The teacher guides rather than instructs rigidly, fostering critical thinking.

Student: ***"I wonder if there's another way to say that."***
Lecturer: "Okay, just make another example."
Student: "Let me think first, Ma'am.."

As illustrated in datum 17, it is indirect language, allowing the listener to infer the intended meaning without being openly confronted. This shows critical thinking and a willingness to participate in the learning process, indicating a positive learning attitude. The lecturer responds supportively with, *"Okay, just make another example."* This suggests an emphasis on practice and output, encouraging the student to try expressing their idea in a new way. The **off-record strategy** in sentence *"I wonder if there's another way to say that."* aimed to suggest indirectly, preserving politeness and avoiding direct criticism

d) Bald on record

First-year students occasionally used direct statements, mainly in peer-to-peer interactions or when following lecturer instructions.

Datum 7

This situation happened in Intensive English Class (IEC) on Thursday, December 03, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred at the beginning of the questions and answer session during class discussion, which began during the lecturer discussed the students' assignments. The student asked to make each example of fact and opinion sentence which were provided as exercises in order to prepare for the exam.

Lecturer: "Next, make an example of fact and opinion sentence"
*Student: "Campus 3 has a canteen, **fact.**"*
*Student: "The food in campus 3 is so expensive, **opinion**"*

As evidenced in datum 7, students present opinions as part of their assignment. Though not the lecturer's words, students are trained to separate fact and opinion politely. Saying "so expensive" might reflect a personal stance, but not directed at anyone, so the critique is softened and generalized. While the sentence is a direct command or request, the use of "fact" and "opinion" softens the imperative, making it more polite and less forceful. This softening is a basic form of indirectness. These utterances are direct, clear, and without any hedging or extra

politeness.

2. The use of Politeness by Senior Students

Senior students: through **linguistic strategies** like **apologies and excuses**. Seniors use apologies and excuses linguistic strategies that soften their requests or interruptions. Senior students used more developed strategies, such as relating content to personal experiences, complimenting the lecturer's explanations, and using more formal, context-sensitive expressions. They showed deeper awareness of social norms and interpersonal harmony. These are classic markers of negative politeness, aiming to minimize imposition and show deference.

a) Positive Politeness

Senior students used more developed strategies, such as relating content to personal experiences, complimenting the lecturer's explanation, and using more formal, context-sensitive expressions. They showed deeper awareness of social norms and interpersonal harmony.

Datum 32

This situation happened in Literature and Islam class on Monday, December 02, 2024. There were one lecturer and fourty six students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, the situation in this conversation appears to be a student-teacher interaction, likely taking place in an academic or classroom setting.

*Student: "**I already consulted this paper last week**, Ma'am"*

Lecturer: "Oh great, then you're already a step ahead. Can you give me a quick rundown of what you found useful in it?"

As evidenced in datum 32, a student informs the lecturer that they have already reviewed a certain paper, and the lecturer, impressed by the initiative, asks the student to briefly explain what they found helpful from the paper likely to assess understanding or prompt discussion. The **positive politeness** found by saying *"I already consulted this paper last week"*, the student is also trying to show engagement and initiative, which can be seen as a way of maintaining a positive relationship by showing they are being responsible and helpful.

b) Negative Politeness

Senior students frequently employed modal verbs ("Could you please…"), hedging ("I think…"), and indirect expressions to minimize imposition and show deference. They demonstrated a greater command of subtle linguistic techniques that acknowledge power distance.

Datum 38

This situation happened in School of Linguistics class on Friday, December 06, 2024. There were one lecturer and fifty students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, this conversation takes place in an academic classroom setting, likely during a lecture or lesson where a lecturer or teacher is explaining a phonology topic to the students.

Lecturer: *"Would you like me to reexplain it once more?"*
Student: *"That's enough, Sir. **I think**."*

As provided on the conversation in datum 38, the student concluding the class discussion, by saying *"I think"* softens the assertiveness of the statement, showing humility and openness, key in honorific styles. The phrase *"I think"* softens the assertion *"That's enough, Sir"*, showing deference and a desire not to impose or sound too direct. The student uses **negative politeness** by saying *"I think"* which implies that the explanation is already sufficient and more repetition is unnecessary.

c) Off Record

Senior students used rhetorical questions, hypothetical statements, and vague suggestions (e.g., "I wonder if…" or "I guess…") more often, demonstrating an ability to convey criticism or suggestions without direct confrontation.

Datum 33

This situation happened in Literature and Islam class on Monday, December 02, 2024. There were one lecturer and fourty six students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, this conversation takes place in an academic classroom or consultation setting, most likely after a lecture or during a Question and Answer session. A student is seeking clarification about the depth of understanding or additional effort required for a topic about the student's paper that was discussed in class.

Student: "I was just wondering if this topic requires further reading, Ma'am."

Lecturer: "If so. There are a lot references you should read."

*Student: "Alright, **I guess I should probably** find some more materials to read then. Thank you so much for the suggestion!"*

Based on the conversation in datum 33, the student politely asks if the topic discussed requires further independent study or reading, using an **indirect** and respectful question. The lecturer responds affirmatively, suggesting that the student should consult more references to gain deeper knowledge, following the student accepts the advice appreciatively and responds with commitment and gratitude. The words "I guess I should probably.." indicates **off record** to oftens the question to avoid sounding too direct or demanding

d) Bald on Record

Senior students generally avoided bald-on-record strategies in formal contexts, showing a high level of politeness awareness. When used, it was within informal settings or to express urgency.

Datum 39

This situation happened in School of Linguistics class on Friday, December 06, 2024. There were one lecturer and fifty students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom presentation and discussion, this conversation occurs in an academic classroom setting, likely during a student presentation that involves the use of a laptop and digital tools. During the presentation, a technical issue occurs perhaps the slides aren't loading, also the screen freezes.

Lecturer: "Maybe it's the laptop problem."

*Student: "Ah, I see. **Let's try restarting** it and see if that helps. Sir"*

As observed in datum 39, a student responding to technical issue during class learning. The use of modal "maybe" reduces certainty, allowing space for others' input or alternative explanations less face-threatening. The lecturer trying to explain or excuse the delay, trying to handle a problem mid-presentation. The student responds with patience and problem-solving, showing support rather than frustration. In the student's response, the phrase "Let's try restarting it" serves as a clear example of the **bald on record** politeness strategy. This expression is direct and unmitigated, offering a straightforward suggestion without the use of softeners or indirect language. This bald on record approach is appropriate in this context because there is no social threat or high risk of offense. The speaker and listener are likely in a cooperative setting (teacher and student), and the intent is to solve a technical issue efficiently. Therefore, the directness is justified and socially acceptable.

Afterwards, there are also additional interview data revealed that students' academic standing, cultural values, and relationships with others all had a significant impact on their communication strategies. The researcher asked several interview questions to the lecturer and students to clarify the politeness performed by students while interacting with the lecturer in classroom. Their classroom communication was characterized by the application of politeness like apologies and indirect language. In summary, the lecturer's observations provide a rich

illustration of the variety of politeness, ranging from passive deference in the early learning stages to active, formally defined politeness as students get older.

Thus, the use of politeness strategies among UIN Malang students is multidimensional, involving not just spoken language elements but also nonverbal actions and deep cultural awareness, resulting in richer and more contextually appropriate communication as they develop academically.

In addition to classroom observations, this study also included interviews with both lecturers and students to support and clarify the data collected from the observations. These interviews were conducted to ensure the validity of the findings and to gain deeper insight into the reasons behind the students' use of certain politeness strategies. By asking questions about their communication ways, awareness of politeness, and classroom experiences, the researcher was able to confirm and strengthen the interpretation of the observed data. The interview responses helped provide context and explanation for specific utterances, making the analysis more accurate and reliable.

To support the validity of the observational data, the researcher also conducted interviews with the lecturers and students from both first-year and senior students in the English Literature Department at UIN Maulana Malik Ibrahim Malang. These interviews aimed to explore the participants' understanding of politeness in classroom interactions and their reasons for using certain strategies when communicating with lecturers.

Most lecturers observed a significant difference between first-year and senior students in terms of politeness strategies. Lecturers noted that first-year

students tend to be quiet, hesitant to ask questions, and show a high level of deference. They often demonstrate politeness passively, such as by listening attentively and avoiding interruptions, which can be categorized as a form of negative politeness. For Example:

Lecturer stated:

"First-year students are still in the adaptation stage. They tend to be quiet and are afraid of disturbing the teacher's explanation."

In contrast, senior students are perceived as more confident and sophisticated in their use of polite language. They tend to use apologies, excuses, or indirect expressions when asking questions or giving responses, which reflects negative politeness and off-record strategies. For example:

Lecturer stated:

"Senior students usually say things like 'Sorry to interrupt, Ma'am,' or 'I think I might need more clarification, which shows their awareness of social distance."

First-year students expressed that they feel the need to be very cautious when speaking with lecturers, fearing that they might come across as impolite. They tend to remain silent or use very formal expressions such as "May I ask, Ma'am?" or simply respond with "Yes, Ma'am" when asked a question.

Besides, senior students understand the importance of maintaining politeness, but in a more flexible and natural manner. They mentioned that they have come to realize that politeness does not always have to be formal, it can also be conveyed through a speaking style that definitely shows empathy and respect. One senior student stated:

"We have learned to communicate more politely, not just with honorifics but also with how we frame our questions or arguments."

B. Discussions

This section discusses about the comparison of the politeness patterns used by first-semester and seventh-semester students, highlighting pragmatic aspects about how academic experience and exposure to formal communication influence their language behavior. Through examples of real utterances, this discussion provides insight into how politeness functions as a crucial element in maintaining respectful and effective communication in the learning environment.

The findings show that pragmatic competence, social norms, and cultural-religious values have each an important impact on the politeness strategies of English Literature students at UIN Malang. The researcher found that the First-year students showed a basic awareness of etiquette by using positive politeness and honorifics. Their use of indirect language, gratitude, and apologies showed how they started to adapt to academic speech norms. However, their regular use of formal and informal language suggests that their pragmatic competence is evolving.

1. **Politeness Performance by First-year Students**

The pragmatic aspects analyzed in this section including honorific, indirect language, gratitude and apology, non-verbal cues, classroom etiquette, also cultural and religious values.

a. **Use of Honorific and Titles**

Datum 1

This situation happened in Intensive English Class (IEC) on Thursday,

December 03, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred at the beginning of the questions and answer session, which began after the lecturer discussed the students' assignments, which were provided as exercises in order to prepare for the exam.

*Student: "Excuse me, **Sir**. I want to ask about the assignment."*
Lecturer: "Sure, feel free to ask."

Based on the conversation in datum 1, the student directly addresses the lecturer using **"Sir,"** a formal English honorific used to convey respect. The students were attentive, but one student appeared to have a question a matter needing clarification about an assignment. Rather than blurting out the question abruptly, the student carefully waited for the right moment, then raised a hand slightly or leaned forward and said politely:

*"Excuse me, **Sir**. I want to ask about the assignment."*

This form aligns with institutional norms and demonstrates the student's awareness of power dynamics. The use of the honorific **"Sir"** indicates a formal tone and a recognition of the lecturer's authority, suggesting a hierarchical relationship typical in such settings. The conversation above demonstrates **positive politeness**, it means respectful and acknowledges the lecturer's higher status. This simple sentence reflects a high level of pragmatic awareness and politeness, which is especially important in the structured social environment of a classroom. While

the core intention is to gain information, the way it is expressed reflects a deep respect for the teacher's role, the setting, and classroom etiquette.

Datum 2

This situation happened in Intensive English Class (IEC) on Thursday, December 03, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred at the ending of the class session, which began after the lecturer closed the class discussion, which students were continued to giving appreciation to the lecturer.

*Student: "Thank you very much for the explanation, **Pak**."*
Lecturer: "You're welcome."

Based on the conversation in the datum 2, **"Pak"** is the Indonesian equivalent of **"Sir"** or "Mr," and is a culturally placed form of address for male teachers. Its use here reflects linguistic politeness influenced by local language and culture. The use of **"Pak"** is a culturally specific term meaning **"Sir"** (not "Ma'am" or "Madam," which would be "Bu" for female teachers) which indicates the teacher is **male.** This simple sentence reflects a high level of pragmatic awareness and politeness, which is especially important in the structured social environment of a classroom, also the conversation above demonstrates **positive politeness**, also expresses gratitude and respect, which helps build a positive relationship.

Datum 11

This situation happened in Intensive English Class (IEC) on Thursday, November 21, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred at the ending of the class session, which began during the lecturer explaining the material in classroom, which students were continued to answer polite respond to the lecturer.

Lecturer: "Do you understand, everyone?"
*Student: "Yes, **Miss.**"*

According to datum 11, the student affirms understanding during a lecturer's question. The student uses **"Miss"** to address the female lecturer, showing deference and respect. This aligns with institutional norms and demonstrates sensitivity to power dynamics in the classroom. This type of utterance is common in educational settings, it is a checking question in a polite way for the lecturer to assess comprehension and engagement without directly pointing to anyone or putting a specific student on the spot. At this moment, one student replies clearly and confidently (***"Yes, Miss."***). It can be inferred that he student's respond above demonstrates **positive politeness,** shows that the student is engaged and willing to affirm the lecturer's efforts in making the lesson understandable.

Datum 13

This situation happened in Intensive English Class (IEC) on Thursday, November 21, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred at the ending

of the class session, which began after the lecturer closed the class discussion, which students were continued to giving appreciation to the lecturer.

*Student: "Thank you very much for the explanation, **Bu**."*
Lecturer: "My pleasure."

According to datum 13, the word **"Bu"** is the Indonesian equivalent to **"Ma'am"** or **"Madam"** and it is a culturally appropriate form of address for female teachers. Its use here indicates linguistic etiquette shaped by the local language and culture. The use of **"Bu"** is a culturally specific term meaning **"Ma'am"** (not "Sir" or "Mr" which would be "Pak" for male teachers) which indicates the teacher is **female**. The conversation above demonstrates **positive politeness**, it means respectful and acknowledges the lecturer's higher status. The lesson had reached a point where a concept was explained thoroughly, and the student, who had been listening attentively, now felt a sense of clarity. After the lecturer completed her explanation, the student responded sincerely and politely: *"Thank you very much for the explanation, **Bu**."*

In short, this interaction carries significant pragmatic meaning, as it reflects respectful communication, positive classroom etiquette, and a shared understanding of politeness in an academic context.

Datum 3

This situation happened in Intensive English Class (IEC) on Thursday, December 03, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred at the beginning of the question and answer session, which began during the lecturer discussed the students' assignments, which were provided as exercises in order to prepare for the exam.

*Student: "Sorry, **Sir**, may I know if there will be another task?"*
Lecturer:" "No, this is the last task before examination."

Based on the conversation in datum 3, the student uses the honorific "Sir" to show respect and maintain a formal tone, which is typical in teacher-student interactions within academic environments. It was likely nearing the end of a class session when a student, seeking clarity and planning ahead for upcoming responsibilities, raised a polite and carefully phrased question:

*"Sorry, **Sir**, may I know if there will be another task?"*

The use of "Sir" during question framing promotes the speaker-hearer power relationship. The usage of honorifics here also establishes the appropriate level of formality in the classroom. The word "Sorry" and "Sir" are markers of respect and deference, which are typical of **negative politeness strategies**. The lecturer, while not using overt politeness markers, responds in a way that affirms his role and reassures the student, contributing to a classroom environment that values respect,

clarity, and mutual understanding.

b. Use of Indirect Language

Datum 7

This situation happened in Intensive English Class (IEC) on Thursday, December 03, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred at the beginning of the questions and answer session during class discussion, which began during the lecturer discussed the students' assignments. The student asked to make each example of fact and opinion sentence which were provided as exercises in order to prepare for the exam.

Lecturer: "Next, make an example of fact and opinion sentence"
*Student: "Campus 3 has a canteen, **fact**."*
*Student: "The food in campus 3 is so expensive, **opinion**"*

As illustrated in datum 7, students present opinions as part of their assignment. Though not the lecturer's words, students are trained to separate fact and opinion politely. Saying "so expensive" might reflect a personal stance, but not directed at anyone, so the critique is softened and generalized. While the sentence is a direct command or request, the use of "fact" and "opinion" softens the imperative, making it more polite and less forceful. This softening is a basic form of indirectness. These utterances are direct, clear, and without any hedging or extra politeness. The student states the examples bluntly, fulfilling the lecturer's request efficiently this is the essence of **bald on record** communication.

Datum 15

This situation happened in Intensive English Class (IEC) on Thursday, November 21, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, which began after the lecturer explaining the students' next task, which students were continued to ask remission about the task to the lecturer.

*Student A: "**May I** ask for extra time, Bu?"*
Student B: "I also need to ask for an extension for the assignment."
Lecturer: "How about next week?

According to datum 15, it showed that the student is asking the lecturer for more time to submit an assignment. Instead of directly saying "I want an extension," the student uses the modal verb "may," which reduces imposition and conveys respect. This is a polite request that uses a modal verb to minimize imposition, which is a key feature of **negative politeness**. It shows respect and acknowledges the listener's power to permit or deny the request. The class was likely approaching a deadline for an assignment when Student A, perhaps feeling the pressure of multiple tasks or unforeseen challenges, raised a question in a careful and polite manner:

*Student A: "**May I** ask for extra time, Bu?"*

Immediately after, Student B repeated the statement, underscoring the students' common concern:

Student B: "I also need to ask for an extension for the assignment."

The lecturer doesn't simply say "yes" or "no." Instead, she **opens negotiation**, treating the students' concerns seriously. represents a rich example of politeness in academic discourse. Through careful word choice and respectful tone, both students convey their concerns while maintaining deference to the lecturer. In turn, the lecturer's response reflects empathy, flexibility, and a willingness to engage in mutual decision-making.

Datum 16

This situation happened in Intensive English Class (IEC) on Thursday, November 21, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, which began after the lecturer explaining the students' next task, which students were continued to ask remission about the task to the lecturer.

*Student: "This makes reading and studying English Literature **very difficult for me at the moment**."*
Lecturer: "Don't worry, you will improve it with consistent practice."

As observed in datum 16, it confirmed that instead of saying "I can't do this" or "I'm struggling badly", the speaker softens the message using a less forceful, more polite, and indirect way to express a problem. This softening avoids sounding like a complaint or a demand, which is a common feature of indirect language in pragmatics. In an English Liturature students' class, after a discussion on a complex text or perhaps during a reflection on academic progress, a student openly shares

their difficulty:

*Student: "This makes reading and studying English Literature **very difficult for me at the moment."***

The lecturer, in response, offers calm reassurance:

Lecturer: "Don't worry, you will improve it with consistent practice."

The student doesn't demand help or complain directly. Instead, they softly express a personal struggle, which avoids imposing on the listener. The words "very difficult for me" is categorized as **negative politeness**. This kind of politeness is often used in hierarchical relationships, like student to teacher, where the speaker wants to protect the listener's **face** while still expressing personal needs.

Datum 17

This situation happened in Intensive English Class (IEC) on Thursday, December 05, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, the lecturer may be using a student-centered approach by encouraging the student to generate their own example, but may need to balance that with scaffolding or modeling to support students who are unsure, where students are encouraged to think independently and contribute actively. The teacher guides rather than instructs rigidly, fostering critical thinking.

*Student: **"I wonder if there's another way to say that."***
Lecturer: "Okay, just make another example."
Student: "Let me think first, Ma'am.."

Based on the conversation in datum 17, it is indirect language, allowing the listener to infer the intended meaning without being openly confronted. This shows critical thinking and a willingness to participate in the learning process, indicating a positive learning attitude. The phrase "Let me think first" is a declarative that doubles as a request for time. It's both honest and polite, acknowledging the task and showing readiness without rushing. The lecturer responds supportively with, *"Okay, just make another example."*. The lecturer's reply maintains a collaborative atmosphere while inviting the student to take ownership of their idea. This suggests an emphasis on practice and output, encouraging the student to try expressing their idea in a new way. The **off-record strategy** in sentence *"I wonder if there's another way to say that."* aimed to suggest indirectly, preserving politeness and avoiding direct criticism

Datum 18

This situation happened in Intensive English Class (IEC) on Thursday, December 05, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, this conversation appears to take place in a classroom or educational setting where a student is interpreting a phrase too literally, and the lecturer is correcting them by explaining the figurative meaning of an idiom.

Student: "It's beyond his sight."

Lecturer: "Don't make it literal. It's an idiom."

Lecturer: You can say **"It has nothing to do with his eyes."**

According to datum 18, the lecturer explains a student's misunderstanding of an idiom. Rather than saying "You misunderstood," the speaker corrects the content without targeting the student. This is **off-record politeness**, allowing the listener to infer correction without embarrassment. Instead of explicitly pointing out the mistake or demanding a change, the lecturer uses a suggestion, which allows the student to interpret the correction without losing face. It allows the listener (student) to decide to accept the suggestion, which is characteristic of **indirectness**.

Datum 19

This situation happened in Intensive English Class (IEC) on Thursday, December 05, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, The student might be struggling to keep up with the pace of the lesson and feels the need to copy the information carefully. The lecturer reassures the student that taking their time is acceptable.

*Student: "**I'm sorry**, Ma'am I have to write it down one by one."*
Lecturer: "It's okay."

Based on the conversation in datum 19, the student is stating a personal need to write the material step by step. Feeling the pressure of time and not wanting to interrupt the flow of the class, the student raised her hand slightly and spoke in a soft, respectful tone:

"I'm sorry, Ma'am, I have to write it down one by one."

Her words, on the surface, seemed like a simple statement of her learning process. But pragmatically, they carried a deeper meaning. The student wasn't just informing the lecturer of her note-taking style she was **indirectly requesting** the teacher to slow down or wait. She did not say, *"Please slow down"* or *"I can't follow you"*, which would have been more direct. Instead, she chose a more subtle and polite approach, signaling her request through explanation rather than demand.

This is a classic example of indirect language in pragmatics. Indirect speech acts are used when a speaker wants to maintain politeness, avoid confrontation, or reduce the force of a request. In this case, the student was aware of the classroom dynamics, she didn't want to seem disruptive or demanding, so she used indirectness to express her needs gently. Moreover, the student's use of the phrase **"I'm sorry"** reflects a **negative politeness strategy**, in turn, the lecturer responded with empathy: "It's okay." This simple reply showed that the request was understood and accepted without frustration, preserving the positive atmosphere of the classroom.

c. Gratitude and Apology

Datum 8

This situation happened in Intensive English Class (IEC) on Thursday, December 03, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred at the ending of the class session, which began after the lecturer closed the class discussion, which students were continued to giving appreciation to the lecturer politely.

Lecturer: "Any question about this material?"

Student: "No, Sir"

Lecturer: "Okay, see you next week."

*Student: "**Thank you**, sir."*

As observed in datum 8, the student concludes an activity and expresses thanks to the lecturer. This is a clear expression of gratitude by saying "Thank you", coupled with an honorific ("sir"). It reflects **positive politeness**, showing respect and appreciation. It also adheres to Islamic values of thanking those who teach and guide, aligning with the Prophet Muhammad's teaching: *"He who does not thank people does not thank Allah."* (Hadith)

Datum 20

This situation happened in Intensive English Class (IEC) on Thursday, December 05, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, this situation takes place at the end of a class session or after the lecturer has provided help, clarification, or a favor, and the student giving appreciation.

*Student: "**Thank you very much,** Ma'am."*

Lecturer: "My pleasure, everyone"

As provided in datum 20, the student is expressing **gratitude** formally and sincerely. This is a closing or appreciative moment in a class, where a student formally thanks the lecturer, and the lecturer responds inclusively and warmly. The situation reflects a respectful, polite, and positive teacher-student interaction, reinforcing social harmony and mutual appreciation. In this short classroom interaction, the student demonstrates an impressive understanding of social and communicative norms. First, through her apology, she uses negative politeness to soften a potential imposition showing that she respects the lecturer's time and authority. Then, through her gratitude, she switches to **positive politeness**, building rapport and reinforcing a sense of shared appreciation.

The class had just concluded a productive lesson. The atmosphere was calm, and students were beginning to gather their materials. Before leaving, one student stood up, looked toward the front of the room, and said with a respectful tone, *"Thank you very much, Ma'am."*. This brief exchange shows how everyday language in a classroom is rich with pragmatic choices that shape the tone, relationships, and emotional quality of the educational experience.

Datum 21

This situation happened in Intensive English Class (IEC) on Thursday, December 05, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, the situation appears to take place in a classroom specifically online learning environment where a student is having difficulty hearing the

lecturer, possibly due to technical issues such as a poor internet connection or microphone problem.

Student: *"Ma'am,* **I'm sorry, I can't hear you clearly***."*
Lecturer: *"Oh really? Just wait.."*

As illustrated in datum 21, the student uses "Ma'am" (honorific) and "I'm sorry" both are signs of respect and apology to avoid imposing or sounding rude. The classroom was quiet, except for the sound of the lecturer explaining the day's material. Some students were taking notes attentively, while others were listening closely. The lesson continued smoothly until, suddenly, a student near the back of the room raised her hand gently and spoke in a cautious tone: *"Ma'am, I'm sorry, I can't hear you clearly."***.** It invites the lecturer to act, but does not demand leaving the decision to the listener.

The sentence *"Ma'am, I'm sorry, I can't hear you clearly."* is a good example of **negative politeness**, as it respects the lecturer's autonomy while gently pointing out a communication problem. Pragmatically, this was not only a literal statement about a difficulty in hearing, but more importantly, an indirect request for the lecturer to speak louder, repeat the information, or adjust the situation. The student demonstrated negative politeness in several ways:

Using an apology: "I'm sorry" directly shows awareness of the imposition.

Indirect phrasing: Instead of saying, *"Please speak louder"*, she framed the issue as her own problem ("I can't hear you clearly"), which shifts the blame away from the

lecturer.

Formal address: Calling the teacher "Ma'am" shows deference and maintains appropriate social distance.

d. Non-verbal Cues

Datum 9

This situation happened in Intensive English Class (IEC) on Thursday, December 03, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred at the beginning of the questions and answer session during class discussion, which began during the lecturer discussed the students' assignments. The student asked to revise their example sentences which were provided as task practice in order to prepare for the exam.

Lecturer: "Five minutes from now, please do that and then after that I will ask everyone to read…"
*Student: "**Yes, Sir**" (Student are **nodding**)*

Based on the conversation in datum 9, the students are given quiet time to revise their sentences. During this time, the class is likely silent, students are writing, and the lecturer check around or observe what students do. Nodding is a non-verbal gesture that typically indicates agreement, attentiveness, or understanding. Focused silence and visual monitoring serve as non-verbal classroom control and respect for the task. It is an embodiment of discipline and

mutual focus, which are highly valued in Islamic learning settings. The students' respond with **nodding** shows agreement, respect, and attentiveness, which supports social harmony and acknowledges the lecturer's authority.

This interaction emphasizes respect, cooperation, and maintaining a good relationship and categorized as **positive politeness**. The student's nod matched the verbal agreement "Yes, Sir," and acted as a visible confirmation of the lecturer's authority and instructions. It also signaled attentiveness, indicating that the student was both listening and mentally preparing for the upcoming task. This non-verbal behavior supported the student's face-positive intent showing that they respected the lecturer and valued the task assigned.

e. **Classroom Etiquette**

Datum 28

This situation happened in Intensive English Class (IEC) on Thursday, November 21, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, the situation likely takes place during a virtual class activity where a student named Nabila is speaking possibly responding to a question or giving a presentation but the teacher or lecturer is having trouble hearing her clearly. The teacher politely informs Nabila of the audio issue, and Nabila responds by asking the teacher to wait, possibly so she can fix the problem or try again.

Lecturer: "Okay, Nabila. Thank you, but I cannot hear you clearly, Nabila. Sorry."
*Student: "Wait, **Miss**."*

As observed in datum 28, a student (Nabila) is trying to communicate with the teacher, but due to unclear audio or poor communication, the teacher cannot understand her. Nabila asks the teacher to wait while she possibly adjusts her device or prepares to speak more clearly. It was an ordinary day in the classroom, and the lecturer was engaging students in an interactive activity. One student, Nabila, had been given a chance to speak perhaps to read aloud, answer a question, or present a brief opinion. The lecturer, trying to listen attentively, suddenly leaned forward with a slight squint and responded:

"Okay, Nabila. Thank you, but I cannot hear you clearly, Nabila. Sorry."

The lecturer's utterance was rich in pragmatic signals. On the surface, it was a mix of acknowledgment, critique, and apology. By starting with "Okay" and "Thank you," the lecturer politely acknowledged Nabila's effort, maintaining the student's positive face the desire to be appreciated and validated. However, the lecturer quickly shifted to a communication concern, stating, "I cannot hear you clearly," which could easily be interpreted as feedback or even mild criticism. To soften the effect of this potentially face-threatening act, the lecturer added "Sorry", this showed the lecturer's awareness of the social balance in the interaction and a desire not to offend or embarrass the student. Before the lecturer could continue or the class could react, Nabila promptly responded:

"Wait, Miss."

Despite its short and somewhat immediate nature, the statement served a significant pragmatic role. It was a request for a brief pause to allow Nabila to

adjust, perhaps by moving closer to the microphone, or just preparing to speak more clearly. The term "Wait" served as a directive, but it was not intended to disturb the teacher's authority. Instead, it was a straightforward and urgent request for patience.

Datum 30

This situation happened in Intensive English Class (IEC) on Thursday, November 21, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, the situation occurs during a class or discussion where a student is expected to answer a question, present information, or speak on a topic but suddenly forgets what they were going to say. The student politely asks the lecturer to wait.

Student: "**Wait, Miss**… I suddenly forget.."
Lecturer: "That's okay, take your time to remember."

Based on the conversation in datum 30, a student forgets their answer or train of thought during class and asks the lecturer to wait. It was a typical day in class where students were actively participating. The lecturer had just called on one of the students perhaps to answer a question, recall information from a previous lesson, or share an opinion. All eyes turned toward the student, who looked prepared at first. But as she opened her mouth to respond, she paused, blinked, and looked slightly uneasy. Then, she said:

"Wait, Miss… I suddenly forget.."

The phrase **"Wait, Miss…"** functions as a request for time, a form of turn-management in conversation. The student is politely asking the lecturer and the class to pause expectations so she can gather her thoughts. Although "Wait" may seem direct, it is softened by the address "Miss," which shows respect and recognition of authority. This makes the utterance less distracting and more acceptable in a classroom context. The second part, "I suddenly forget," is an informal way of expressing temporary memory failure. From a pragmatic angle, this is a face-saving act. The student is not refusing to answer, nor is she withdrawing from the conversation. Instead, she is signaling willingness to participate but acknowledging a momentary lapse.

This maintains her positive face the desire to be seen as competent and cooperative. The lecturer responds with understanding and patience, creating a supportive learning environment. This conversation demonstrates **positive politeness**, the student uses "Miss**"** to show respect a feature of positive politeness through use of honorifics. The phrase **"**I suddenly forget" is informal and expresses vulnerability, inviting empathy from the listener another marker of positive politeness. Both speakers use respectful, supportive, and empathetic language to maintain a good social connection. The lecturer's choice of words reflects good pragmatic etiquette she avoids making the student feel embarrassed or pressured and instead creates a supportive learning atmosphere.

f. Cultural and Religious Values

Datum 31

This situation happened in Intensive English Class (IEC) on Thursday, November 21, 2024. There were one lecturer and twelve students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, this is a classroom interaction where the lecturer is discussing the importance of a doctor's certificate likely in the context of a student missing class or needing to justify an absence due to illness.

Lecturer: "What do you call doctor's certificate in Bahasa Indonesia?"
*Student: "Surat dokter, **Bu**."*
Lecturer: "Biar dosennya percaya, ya, kalau benar-benar sakit."
Student: "Mengerti, Bu."

According to datum 31, The student responds with the correct term, using "Bu" (short for *Ibu*, a respectful term for a female teacher), showing **positive politeness**. The lecturer is engaging students in a brief language clarification and simultaneously reinforcing academic procedures related to health-related absences. By asking the translation of "doctor's certificate" and following up with a statement about its purpose ("So the lecturer will believe you if you're really sick"), the lecturer emphasizes the importance of submitting formal proof when a student is absent due to illness.

2. Politeness Performance by Senior Students

The pragmatic aspects analyzed in this section including honorific, indirect language, gratitude and apology, non-verbal cues, also cultural and religious values.

a. Use of honorific and titles

Datum 32

This situation happened in Literature and Islam class on Monday, December 02, 2024. There were one lecturer and fourty six students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, the situation in this conversation appears to be a student-teacher interaction, likely taking place in an academic or classroom setting.

*Student: "**I already consulted this paper last week**, Ma'am"*
Lecturer: "Oh great, then you're already a step ahead. Can you give me a quick rundown of what you found useful in it?"

Based on the conversation in datum 32, a student informs the lecturer that they have already reviewed a certain paper, and the lecturer, impressed by the initiative, asks the student to briefly explain what they found helpful from the paper likely to assess understanding or prompt discussion. The **positive politeness** found by saying *"I already consulted this paper last week"*, the student is also trying to show engagement and initiative, which can be seen as a way of maintaining a positive relationship by showing they are being responsible and helpful.

Datum 37

This situation happened in School of Linguistics class on Friday, December 06, 2024. There were one lecturer and fifty students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, the setting is in classroom environment, likely at the end of a student's presentation or oral report, which concluded the explanation.

*Student: "That's all. **Thank you, sir**."*

Lecturer: "You're welcome. Good job for today, and see you in the next class."

As observed in datum 37, this exchange illustrates a formal, respectful classroom interaction at the end of a student performance or assessment. The tone is polite, supportive, and reflective of good teacher-student communication. The student is formally ending their task (e.g., a presentation or exam answer), using respectful and polite language ("Thank you, sir"). The lecturer's response acknowledges the student's effort with encouragement ("Good job"), expresses politeness ("You're welcome"), and maintains rapport by ending on a positive note ("see you in the next class"). **Negative politeness** is used in phrase "Thank you, Sir" to maintain formality and avoid imposing

typical in student-to-teacher interactions.

b. Indirect language

Datum 33

This situation happened in Literature and Islam class on Monday, December 02, 2024. There were one lecturer and fourty six students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, this conversation takes place in an academic classroom or consultation setting, most likely after a lecture or during a Questions and Answer session. A student is seeking clarification about the depth of understanding or additional effort required for a topic about the student's paper that was discussed in class.

Student: "I was just wondering if this topic requires further reading, Ma'am."
Lecturer: "If so. There are a lot references you should read."
*Student: "Alright, **I guess I should probably** find some more materials to read then. Thank you so much for the suggestion!"*

According to datum 33, the student politely asks if the topic discussed requires further independent study or reading, using an **indirect** and respectful question. The lecturer responds affirmatively, suggesting that the student should consult more references to gain deeper knowledge, following the student accepts the advice appreciatively and responds with commitment and gratitude. The words "I guess I should probably.." indicates **off record** to oftens the question to avoid sounding too direct or demanding

Datum 38

This situation happened in School of Linguistics class on Friday, December 06, 2024. There were one lecturer and fifty students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, this conversation takes place in an academic classroom setting, likely during a lecture or lesson where a lecturer or teacher is explaining a phonology topic to the students.

Lecturer: "Would you like me to reexplain it once more?"
*Student: "That's enough, Sir. **I think**."*

Based on the conversation in datum 38, the student concluding the class discussion, by saying *"I think"* softens the assertiveness of the statement, showing humility and openness, key in honorific styles. The phrase *"I think"* softens the assertion *"That's enough, Sir"*, showing deference and a desire not to impose or sound too direct. The student tries to avoid threatening the lecturer's face. The student uses **negative politeness** by saying *"I think"* which implies that the explanation is already sufficient and more repetition is unnecessary.

Datum 39

This situation happened in School of Linguistics class on Friday, December 06, 2024. There were one lecturer and fifty students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom

presentation and discussion, this conversation occurs in an academic classroom setting, likely during a student presentation that involves the use of a laptop and digital tools. During the presentation, a technical issue occurs perhaps the slides aren't loading, also the screen freezes.

Lecturer: "Maybe it's the laptop problem."
*Student: "Ah, I see. **Let's try restarting** it and see if that helps. Sir"*

As evidenced in datum 39, a student responding to technical issue during class learning. The use of modal "maybe" reduces certainty, allowing space for others' input or alternative explanations less face-threatening. The lecturer trying to explain or excuse the delay, trying to handle a problem mid-presentation. The student responds with patience and problem-solving, showing support rather than frustration. In the student's response, the phrase "Let's try restarting it" serves as a clear example of the **bald on record** politeness strategy. This expression is direct and unmitigated, offering a straightforward suggestion without the use of softeners or indirect language. This bald on record approach is appropriate in this context because there is no social threat or high risk of offense. The speaker and listener are likely in a cooperative setting (teacher and student), and the intent is to solve a technical issue efficiently. Therefore, the directness is justified and socially acceptable.

c. Gratitude and Apologies

Datum 34

This situation happened in Literature and Islam class on Monday, December 02, 2024. There were one lecturer and fourty six students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, which takes place in an educational setting, such as a classroom, while student doing consultation session, and the lecturer is advising a student on academic work probably regarding readings or research materials.

Lecturer: "I know it might seem like a lot, but these references will really help deepen your understanding."
*Student: "Yes, **Ma'am**. It's okay. **I really appreciate the guidance.**"*

Based on the conversation in datum 34, A student is being given academic guidance or extra learning material. The lecturer is encouraging and supportive, while the student is receptive, respectful, and thankful. This interaction reflects a positive teacher-student relationship, where both sides are engaged in a cooperative learning environment. The student combines both **negative politeness** through respectful address *"Ma'am"* and **positive politeness** through gratitude and acceptance *"I really appreciate the guidance.* The function of positive politeness is expressing appreciation and solidarity, and the negative politeness is showing respect and deference.

Datum 41

This situation happened in School of Linguistics class on Friday, December 06, 2024. There were one lecturer and fifty students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom presentation and discussion, and occurs in an academic or classroom setting, possibly after a lecture or during a consultation session.

Lecturer: "Just communicate it later, ya"
*Students: "Yes, **thank you**, sir."*

As evidenced in datum 41, the lecturer uses indirect apology, and the student showing gratitude respond. There are group of students approached the lecturer with a question, request, or concern, and the lecturer politely postponed the conversation. The students responded with respect and gratitude, accepting the postponement. The tone is cooperative and polite, with a slightly informal but respectful interaction between the participants. The researcher found both positive and negative politeness in student's rensponse. The **positive politeness** in words "thank you" expresses appreciation and maintains a warm, cooperative relationship, and the use of "sir" which shows deference and respect for the lecturer's higher status, typical in formal or hierarchical settings.

Datum 42

This situation happened in School of Linguistics class on Friday, December 06, 2024. There were one lecturer and fifty students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom presentation and discussion, the situation is a professional academic environment, likely involving a teacher-student relationship where mutual respect is present. Using formal tone but friendly, showing a good rapport between lecturer and student.

Lecturer: "Alright, that's all for today's session. Feel free to reach out if you have any more questions."
*Student: "**Thank you so much** for today, Sir"*

Based on the conversation in datum 42, the students showed gratitude politely when the classroom activity is over. The lecturer is maintaining professionalism while also fostering a safe and supportive learning environment. The gratitude expressed in "Thank you so much" is a form of **positive politeness**, showing appreciation and seeking to strengthen the social bond with the lecturer. It conveys warmth and a positive attitude toward the interaction, reinforcing cooperative communication.

d. Non-verbal cues

Datum 35

This situation happened in Literature and Islam class on Monday, December 02, 2024. There were one lecturer and fourty six students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, it occurs during or after a class session in a formal educational setting. The lecturer is addressing a behavioral pattern observed in a student specifically, their choice to consistently sit far from the front of the classroom.

Lecturer: "I noticed that you always sit far away and can't be near. Do you feel more comfortable there, or is something bothering you?"
*Student: "Oh, it's nothing serious, Ma'am. **I just feel more comfortable** sitting at the back, but **I can move closer if needed**."*

According to datum 35, it reveals a classroom atmosphere that is likely inclusive and communicative, where students feel safe to express themselves and teachers are attentive to students' learning environments. Also indicates the lecturer observed the student's non-verbal behavior specifically, their seating position in the classroom. The student applied both positive politeness and negative politeness. The **positive politeness** found in words "I just feel more comfortable...". The student shares a personal reason, which is an effort to build mutual understanding and reduce social distancea typical positive politeness move. Then the **negative politeness** found in words "I can move closer if needed": This expresses willingness

to adapt while leaving the final decision to the lecturer. It avoids imposing personal preference and instead generate to the teacher's expectations.

Datum 43

This situation happened in School of Linguistics class on Friday, December 06, 2024. There were one lecturer and fifty students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom presentation and discussion, this conversation occurs in a classroom or academic presentation setting, likely at the beginning of a student presentation during a scheduled class session. The lecturer is checking in with a student to confirm whether their presentation materials are prepared and ready to be shared using a projector or online platform.

Lecturer: "Is your presentation file ready to be shared with the class?"
*Student: "**Let me check again**, Sir" (the student glances down at the laptop)*

As illustrated in datum 43, the student shows to verify something (nonverbal cue of attention or action). The phrase "Let me check again." is categorized as **negative politeness**. Instead of directly saying "I'm not sure" or "It's not ready," the student softens the response and avoids giving a potentially negative answer right away.

The lecturer is managing the flow of the class, ensuring that the student is ready to begin their presentation, and fhe student may be feeling slightly unsure, suggesting

last-minute confirmation or double-checking before proceeding.

e. Cultural and Religious Sensitivy

Datum 36

This situation happened in Literature and Islam class on Monday, December 02, 2024. There were one lecturer and fourty six students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom discussion, this dialogue occurs in a religious or moral education class, possibly within an Islamic studies course at a university. The topic being discussed relates to spiritual guidance, ethical behavior, and the importance of practicing Islamic teachings in everyday life.

Lecturer: "We are all, in one way or another, positively contaminated with the blessings and guidance of Allah Almighty. The key is to practice Ta'lim Muta'lim in our daily lives, embracing the teachings and wisdom of the Prophet Muhammad to guide our actions, right?"
*Student: "**I completely agree**, Ma'am. **It's important to align our actions with the teachings of the Prophet Muhammad.**"*

Based on the conversation in datum 36, both the lecturer and the student emphasize following the teachings of Prophet Muhammad. This exchange reflects deep Islamic religious values centered on divine guidance, prophetic teachings, and the ethics of learning. Culturally, it embodies respect for authority, collective

identity, and moral responsibility, all of which are emphasized in traditional Islamic and Eastern learning contexts. The lecturer mentions *Ta'lim Muta'lim*, a classical Islamic concept that refers to the mutual responsibilities and adab (ethics) between teacher and student. The phrase *"blessings and guidance of Allah Almighty"* reflects the Islamic belief in Allah's continuous guidance in the life of believers.

The student applied **positive politeness** in the words "I completely agree.." which shared values and strengthens the social bond between the student and lecturer. It shows the student is actively engaging and aligning themselves with the lecturer's perspective, and the words "It's important to align our actions with the teachings of the Prophet Muhammad." means the student is showing respect and mutual understanding, contributing to a harmonious interaction.

Datum 44

This situation happened in School of Linguistics class on Friday, December 06, 2024. There were one lecturer and fifty students in classroom. The statement that was interpreted as demonstrating politeness occurred during the classroom presentation and discussion, this conversation takes place in a classroom during an ongoing lesson. A student arrives late and politely apologizes for their tardiness. The lecturer responds calmly, allowing the student to join and continue with the class activities.

*Student: "Assalamu'alaikum…**I am so sorry** sir for coming late to the class."*
Lecturer: "Wa'alaikumsalam, just sit on the chair and follow the class activity."

As evidenced in datum 44, the student's polite greeting and apology indicate deference to the lecturer's authority, while the lecturer's calm response and instruction maintain classroom order without unnecessary conflict. As the lecturer was speaking, the door opened slowly, and a student stepped in with a humble expression. Realizing they were interrupting, the student took a moment to pause respectfully and greeted the class:

"Assalamu'alaikum… I am so sorry sir for coming late to the class."

The religious values in Islamic greeting *"Assalamu'alaikum"* and *"Wa'alaikumsalam"* reflects Muslim religious practice, where greetings are not only social customs but also expressions of faith and goodwill. The words "I am so sorry..." is categorized as **negative politeness**, this apology is a way of minimizing the imposition of arriving late, also to protects the lecturer's negative face (freedom from disruption), by acknowledging the mistake and expressing regret. This simple utterance carried profound pragmatic meaning and revealed a great deal about classroom politeness, cultural norms, and the student's awareness of social interaction.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and suggestions derived from the research. It includes two main components. First, the researcher summarizes the findings of the study. Second, the researcher offers suggestions and recommendations for future researchers who wish to explore similar topics.

A. Conclusion

Based on the findings, the researcher concludes that both first-year and senior English Literature students at UIN Malang employ a range of politeness strategies in classroom interactions, including positive politeness, negative politeness, off-record, and bald-on-record strategies. However, the frequency and complexity of these strategies differ depending on the students' academic experience. Senior students demonstrate greater pragmatic competence, using more nuanced and context-sensitive expressions, while first-year students primarily use basic forms of politeness to show respect and build relationship.

In this research, the researcher also found that politeness strategies are not only influenced by linguistic norms but also by cultural and religious values. The consistent use of honorifics, religious greetings like "Assalamu'alaikum", and non-verbal cues such as nodding or smiling illustrates that Islamic and Indonesian cultural norms shape the communicative behavior of students. Additionally, students often express gratitude and apologies, showing that politeness in this context is deeply rooted in maintaining social harmony and mutual respect.

The researcher concludes that both first-year and senior students apply politeness strategies through various pragmatic aspects such as the use of honorifics, indirect language, expressions of gratitude and apology, non-verbal cues, and sensitivity to cultural and religious values. First-year students tend to use more basic forms of politeness, such as simple greetings, modal expressions like "may I," and straightforward apologies, reflecting their developing pragmatic competence. In contrast, senior students demonstrate more advanced pragmatic awareness, using complex structures such as hedging, rhetorical questions, context-sensitive honorifics, and culturally embedded expressions like "Assalamu'alaikum." Their ability to adjust speech acts based on the formality of the situation and the social distance with the lecturer indicates a matured understanding of face-saving acts and communicative appropriateness, highlighting the role of academic experience in the development of pragmatic competence.

B. Suggestion

The researcher aims to highlight the politeness performed by the first-year students and senior students, especially including pragmatic aspects defined. Educators should provide students with opportunities to engage in formal interactions that emphasize the use of respectful language and context-appropriate communication. This will not only improve students' linguistic competence but also foster a respectful and supportive academic environment.

Further research should look into politeness strategies in other departments or institutions with varied cultural or religious origins for gaining a greater

understanding of how politeness works in other academic settings. Future research could also take a long-term approach, evaluating how individual students' pragmatic competence changes over time, particularly in multilingual or multicultural educational contexts.

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CURRICULUM VITAE

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APPENDIX

Politeness of English Literature Students in Classroom Interaction in UIN Malang

Datum	Speaker	Utterances	Types of Politeness
Datum 1	First-year student	"Excuse me, **Sir**. I want to ask about the assignment."	Positive Politeness
Datum 2	First-year student	"Thank you very much for the explanation, **Pak.**"	Positive Politeness
Datum 3	First-year student	"**Sir**, may I know if there will be another task?"	Positive Politeness
Datum 4	First-year student	"**I am sorry** for coming late, Sir..."	Negative Politeness
Datum 5	First-year student	"**Pak**, is there any additional reading we should prepare?"	Positive Politeness
Datum 6	First-year student	"Yes, **Sir**"	Positive Politeness
Datum 7	First-year student	"Campus 3 has a canteen, **fact.**"	Bald on record

		"The food in campus 3 is so expensive, **opinion**"	
Datum 8	First-year student	"**Thank you**, Sir."	Positive Politeness
Datum 9	First-year student	"**Yes, Sir**." (Students' **nodding**)	Positive Politeness
Datum 10	First-year student	"Campus 3 **have** 2 dormitories."	Bald on record
Datum 11	First-year student	"Yes, **Miss**"	Positive Politeness
Datum 12	First-year student	"May I ask for time to think the example, **Ma'am**?"	Positive Politeness
Datum 13	First-year student	"Thank you very much for the explanation, **Bu**."	Positive Politeness
Datum 14	First-year student	"**Yes, Miss**. That's correct."	Positive Politeness
Datum 15	First-year student	"**May I** ask for extra time, Bu?"	Negative Politeness
Datum 16	First-year student	"This makes reading and studying English Literature **very difficult for me at the**	Negative Politeness

		moment."	
Datum 17	First-year student	**"I wonder if there's another way to say that."**	Off-record
Datum 18	First-year student	**"It has nothing to do with his eyes."**	Off-record
Datum 19	First-year student	"**I'm sorry**, Ma'am I have to write it down one by one."	Negative Politeness
Datum 20	First-year student	**"Thank you very much,** Ma'am."	Positive Politeness
Datum 21	First-year student	"Ma'am**, I'm sorry, I can't hear you clearly."**	Negative Politeness
Datum 22	First-year student	**"I am so sorry, Miss**. My internet is unstable."	Negative Politeness
Datum 23	First-year student	"**Sorry, Ma'am**, I didn't get that. Can you please repeat it?"	Negative Politeness
Datum 24	First-year student	"Yes**, Miss**. I can hear clearly.."	Negative Politeness

Datum 25	First-year student	"Yes, **Miss**. We understand."	Negative Politeness
Datum 26	First-year student	**"I'm sorry, Ma'am**. My score is bad."	Negative Politeness
Datum 27	First-year student	"I like cool." → "I am **cool**?"	Positive Politeness
Datum 28	First-year student	"Wait, **Miss**."	Positive Politeness
Datum 29	First-year student	**"Yes, Miss**."	Positive Politeness
Datum 30	First-year student	**"Wait, Miss**… I suddenly forget.."	Positive Politeness
Datum 31	First-year student	"Doctor's note or certificate, **Bu**."	Positive Politeness
Datum 32	Senior student	**"I already consulted this paper last week**, Ma'am"	Positive Politeness
Datum 33	Senior student	"Alright, **I guess I should probably** find some more materials to read then. Thank you so much for the suggestion!"	Off record

Datum 34	Senior student	"Yes, **Ma'am**. It's okay. **I really appreciate the guidance**."	Negative Politeness and Positive Politeness
Datum 35	Senior student	"Oh, it's nothing serious, Ma'am. **I just feel more comfortable** sitting at the back, but **I can move closer if needed**."	Positive Politeness
Datum 36	Senior student	"**I completely agree**, Ma'am. **It's important to align our actions with the teachings of the Prophet Muhammad**."	Positive Politeness
Datum 37	Senior student	"That's all. **Thank you, sir**."	Negative Politeness
Datum 38	Senior student	"That's enough, Sir. **I think**."	Negative Politeness
Datum 39	Senior student	"Ah, I see. **Let's try restarting** it and see if that helps. Sir"	Bald on record

Datum 40	Senior student	"**I want to ask**, what is the different between phonology and phonetic, sir"	Negative Politeness
Datum 41	Senior student	"Yes, **thank you**, sir."	Positive Politeness
Datum 42	Senior student	"**Thank you so much** for today, Sir"	Positive Politeness
Datum 43	Senior student	"**Let me check again**, Sir" (the student glances down at the laptop)	Negative Politeness
Datum 44	Senior student	"Assalamu'alaikum…**I am so sorry** sir for coming late to the class."	Negative Politeness

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Tempat

Assalamu'alaikum wa Rahmatullahi wa Barakatuh
Dalam rangka menyelesaikan tugas mata kuliah Thesis Program Studi Sastra Inggris Fakultas Humaniora Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon diberikan izin untuk melakukan Observasi tentang Politeness of English Literature Student in Classroom Interaction in UIN Malang di instansi yang Bapak / Ibu pimpin kepada mahasiswa di bawah ini :

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Demikian, atas izin dan kerjasamanya kami sampaikan terima kasih.
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