

**AN ANALYSIS OF POLITENESS STRATEGIES AMONG TUTORS AND
STUDENTS IN ENGLISH PROGRAM AT MAHAD AL JAMIAH
IAIN KERINCI**

A THESIS



INSTITUT AGAMA ISLAM NEGERI

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TUTOR TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI**

**AN ANALYSIS OF POLITENESS STRATEGIES AMONG TUTORS AND
STUDENTS IN ENGLISH PROGRAM AT MAHAD AL-JAMIAH
IAIN KERINCI**

A THESIS

Submitted to
the State Islamic Institute of Kerinci
as a Partial Fulfilment of the
Requirements for Completing the
Undergraduate (Strata One) Degree in
the English Education Program



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Sungai Penuh, September 2025

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To:

The Rector of IAIN Kerinci

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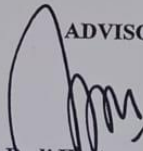
Assalamu'alaikum Warahmatullahi Wabarakatuh,

After guiding, analyzing, briefing, and correcting the thesis of Mulhabbi (Student Number: 2110203034) entitled "*An Analysis of Politeness Strategies Among Tutors and Students in English Program at Mahad al Jamiah IAIN Kerinci, Academic Year 2024/2025*", we are of the opinion that the thesis has met the qualifications as on partial fulfilment of the requirements for the undergraduate degree in the English Education Program, Faculty of Education and Teacher Training, at the State Islamic Institute of Kerinci.

Thus, we hereby submit the thesis to the faculty for the immediate administrative process for the final examination.

Wassalamualaikum Warahmatullahi Wabarakatuh.

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CERTIFICATE OF ORIGINALITY

The researcher hereby declares that the thesis entitled “An Analysis of Politeness Strategies Among Tutors and Students in English Program at Mahad al Jamiah IAIN Kerinci Academic Year 2024/2025” is the researcher's own work and that, to the best of the researcher knowledge and belief, it contains no material previously published or written by another person, nor material which to a substantial extent has been accepted for the award of any other educational intuitions, except where due acknowledgement is made in this thesis. Any contribution made to the researcher by others, with whom the researcher has worked at the State Islamic Institute of Kerinci or elsewhere is fully acknowledged.

The researcher also declares that the intellectual content of this thesis is the product of the researcher's own work, except to the extent that assistance from others in the project's design and conception, or in style, presentation, and linguistic expression, has been acknowledged.

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APPROVAL AND ACCEPTANCE

This thesis which entitled of "AN ANALYSIS OF POLITENESS STRATEGIES AMONG TUTORS AND STUDENTS IN ENGLISH PROGRAM AT MAHAD AL-JAMIAH IAIN KERINCI " by MULHABI, with students' number 2110203034 has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on 2025 This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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Wassalamualaikum Warahmatullahi Wabarakatuh.

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ABSTRACT

**MULHABI : An Analysis of Politeness Strategies Among Tutors and Students
in English Program at Mahad al Jamiah IAIN Kerinci**

Advisor : Dr. Rodi Hartono, S.Pd, M,Pd

Key Words : Politeness strategies;;Tutor–student interaction;English Program

This research discusses the use of politeness strategies in tutor–student interactions in the English program at Ma’had al Jami’ah, IAIN Kerinci. The purposes of this research is to investigate the forms of politeness strategies and to analyze their influence on classroom interaction and also analyze the different of gender interaction to tutoqrs. This research employed a qualitative method with a case study design and a descriptive-analytical approach. Data were collected through observation, interviews, and documentation. The findings of this research revealed that tutors and students used four types of politeness strategies during classroom interaction: positive politeness, bald on record, negative politeness, and off-record. Among these, positive politeness was the most frequently used, while off-record was the least. These results are consistent with Brown and Levinson’s (1987) politeness theory, which states that speakers adopt certain strategies to maintain face and to minimize the threat of face-threatening acts (FTAs). On the other hand, instances of impoliteness were also identified, such as rude comments, intimidation, and time disrespect, which undermined students’ motivation and disrupted classroom interactions. Moreover, gender-based differences were found: male students tended to be task-oriented, prioritizing clarity over comfort, while female students were more relation-oriented, valuing emotional support over bluntness. In conclusions Politeness strategies are crucial in classroom interaction. Positive politeness was most dominant, while bald on record ensured clarity, and negative or off-record strategies added respect and comfort. Male students preferred direct instructions, while female students valued supportive language. However, impoliteness such as rude expressions or time disrespect disrupted learning and reduced motivation. Overall, balancing clarity, sensitivity, and respectful behavior creates a supportive and effective classroom environment.

ABSTRAK

MULHABI : Analisis Strategi Kesantunan antara Tutor dan Mahasiswa dalam Program Bahasa Inggris di Ma'had Al-Jami'ah IAIN Kerinci

Pembimbing : Dr. Rodi Hartono, S.Pd, M.Pd

Kata Kunci : Strategi kesantunan; Interaksi tutor–mahasiswa; Program Bahasa Inggris

Penelitian ini membahas penggunaan strategi kesantunan dalam interaksi tutor–mahasiswa pada program Bahasa Inggris di Ma'had Al-Jami'ah, IAIN Kerinci. Tujuan penelitian ini adalah untuk menyelidiki bentuk-bentuk strategi kesantunan, menganalisis pengaruhnya terhadap interaksi kelas, serta menganalisis perbedaan interaksi gender terhadap tutor. Penelitian ini menggunakan metode kualitatif dengan desain studi kasus dan pendekatan deskriptif-analitis. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa tutor dan mahasiswa menggunakan empat jenis strategi kesantunan dalam interaksi kelas: kesantunan positif, bald on record, kesantunan negatif, dan off-record. Di antara strategi tersebut, kesantunan positif merupakan yang paling sering digunakan, sedangkan off-record paling jarang digunakan. Hasil ini konsisten dengan teori kesantunan Brown dan Levinson (1987), yang menyatakan bahwa penutur menggunakan strategi tertentu untuk menjaga muka (face) dan meminimalkan ancaman terhadap muka (face-threatening acts/FTAs). Di sisi lain, ketidaksantunan juga teridentifikasi, seperti komentar kasar, intimidasi, dan tidak menghargai waktu, yang melemahkan motivasi mahasiswa serta mengganggu interaksi kelas. Selain itu, ditemukan perbedaan berbasis gender: mahasiswa laki-laki cenderung berorientasi pada tugas, mengutamakan kejelasan daripada kenyamanan, sementara mahasiswa perempuan lebih berorientasi pada hubungan, menghargai dukungan emosional daripada ketegasan. Kesimpulannya Strategi kesantunan sangat penting dalam interaksi kelas. Kesantunan positif paling dominan, sementara bald on record menjamin kejelasan, dan strategi negatif maupun off-record menambah rasa hormat dan kenyamanan. Mahasiswa laki-laki lebih menyukai instruksi langsung, sedangkan mahasiswa perempuan menghargai bahasa yang suportif. Namun, ketidaksantunan seperti ucapan kasar atau tidak menghargai waktu mengganggu pembelajaran dan menurunkan motivasi. Secara keseluruhan, keseimbangan antara kejelasan, kepekaan, dan sikap saling menghormati menciptakan lingkungan kelas yang suportif dan efektif.

DEDICATION AND MOTTO

With love, honor, and gratitude I dedicate this thesis to

My beloved parent, My father Agusnadi and My mother Kasmawati

My beloved sister Ririn

My star Aurine

And all of my big family, friends, and everybody whom I cannot mention all

Thank you for the support and unlimited prayers, may Allah SWT. Bless all of us.

Amin...

Motto نِيْعَتْسِنَ كَايَا وَ دُبْعَنَ كَايَا

You (Allah SWT) alone we worship; You (Allah SWT) alone we ask for help”
(Al Qur'an surah Al-Fatihah: 05)

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ الْمَلِكِ الْحَقِّ الْمُبِينِ، الَّذِي حَبَّأَنَا بِالْإِيمَانِ وَالْيَقِينِ. اَللَّهُمَّ صَلِّ عَلَى سَيِّدِنَا مُحَمَّدٍ، خَاتَمِ الْأَنْبِيَاءِ وَالْمُرْسَلِينَ، وَعَلَى آلِهِ الطَّيِّبِينَ، وَأَصْحَابِهِ الْأَخْيَارِ أَجْمَعِينَ، وَمَنْ تَبِعَهُمْ بِإِحْسَانٍ إِلَى يَوْمِ الدِّينِ. أَمَّا بَعْدُ

Praise be to Allah SWT, who has bestowed His grace, so that the researcher can complete the preparation of this thesis. Shalawat and greetings may always be bestowed on the great Prophet Muhammad Saw, who has struggled to fight for Islam, so that at the present time we can feel how sweet and beautiful faith and Islam are.

This thesis is compiled with the aim of completing one of the requirements for obtaining a Undergraduate (S.Pd) degree in the Islamic Education English Department, Faculty of Tarbiyah and Teacher Training Sciences, as a manifestation and the end of the researcher's struggle in completing the S.1 at State Institute Islamic of Kerinci.

In writing this thesis, the researcher has experienced many obstacles, but all of these obstacles can be overcome thanks to the guidance, direction and assistance of various parties. Therefore, the researcher expresses his gratitude and highest appreciation, especially to the honorable:

1. Dr. Jafar Ahmad, M.Si., Rector of the State Islamic Institute of Kerinci.
2. Dr. Faizin, S.Ag., M.Ag., Vice Rector I; Prof. Dr. Ahmad Jamin, S.Ag., S.IP., M.Ag., Vice Rector II; and Dr. Halil Khusairi, M.Ag., Vice Rector III of the State Islamic Institute of Kerinci.

3. Dr. Eva Ardinal, M.A., Dean of the Faculty of Education and Teacher Training, State Institute for Islamic Studies (IAIN) Kerinci, for the valuable advice and knowledge shared within the Faculty of Education and Teacher Training.
4. Dr. Eko Sujadi, M.Pd., Kons, Vice Dean I; Dr. Rimin, S.Ag., M.Pd.I, Vice Dean II; and Dr. Rodi Hartono, M.Pd., Vice Dean III of the Faculty of Education and Teacher Training, State Institute for Islamic Studies (IAIN) Kerinci, for their support to students in writing their undergraduate theses.
5. Musdizal, M.Pd., as Head of the English Education Department and as second at the State Institute for Islamic Studies (IAIN) Kerinci, for his time and guidance in the completion of this thesis.
6. Dr. Rodi Hartono, S.Pd., M.Pd., as the advisor, for his willingness to guide and direct the researcher throughout the thesis writing process.
7. All lecturers who have provided the researcher with knowledge and insight, both during coursework and in the preparation of this thesis.
8. The library staff and all academic staff at the State Institute for Islamic Studies (IAIN) Kerinci for their assistance during the writing process.
9. Fellow students of the 2021 cohort from the English Education Department, who have shared this journey together.
10. All parties not mentioned individually who have contributed to and supported the completion of this academic work.

Only thanks that the researcher is able to offer, may Allah SWT repay the kindness and give grace to all of us. Likewise, this thesis may be useful for

educational people in pursuing their careers and carrying out their duties as students. Finally, may what we do be pleased by Allah SWT.

Sungai Penuh, September 2025

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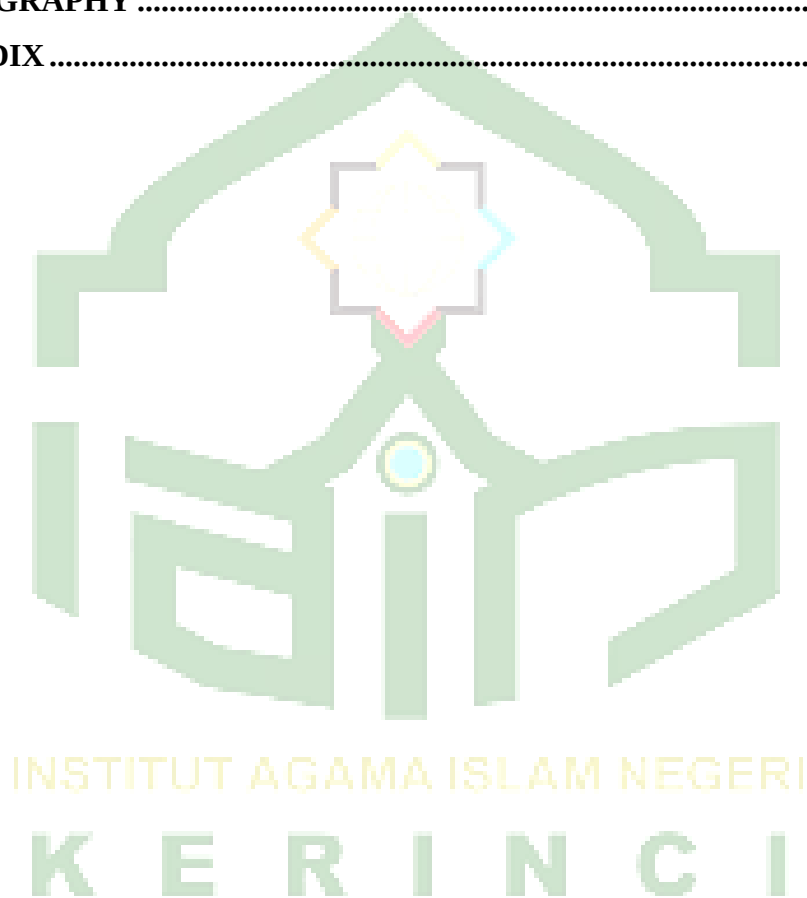


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CHAPTER 1

INTRODUCTION

A. Background

Politeness refers to behavior that reflects respect, courtesy, and adherence to social norms when interacting with others. It involves the use of words, actions, and body language that show consideration for the feelings, dignity, and values of others within a specific social or cultural context. According to Brown and Levinson((1987), politeness is closely tied to the concept of "face," which represents an individual's self-image in social interactions. They argue that politeness strategies are used to address either positive face (the need to be appreciated and accepted) or negative face (the need to maintain autonomy and avoid imposition).

Furthermore, Leech(1983). adds that politeness is governed by a set of principles, such as the maxim of tact, generosity, and agreement, which help to foster harmonious communication interaction. Furthermore, Holmes (2013) emphasizes that politeness is not only about following social conventions but also about understanding the context of interactions, such as the identity of the interlocutor, the situation, and the purpose of the interaction. In linguistics, politeness is often associated with the strategic use of language to avoid conflict, maintain good relationships, and demonstrate respect, reflecting the nuanced interplay between language, culture, and social norms.

Moreover, Politeness strategies, as described by Brown and Levinson (1987), are methods used to mitigate the potential for conflict or discomfort in interactions. These strategies include positive politeness, which seeks to build rapport and show solidarity; negative politeness, which emphasizes respect and non-imposition; and off-record strategies, which involve indirect communication to avoid confrontation. In the mahad al

jamiah cultural context, where respect and hierarchy play a significant role in social interactions, politeness strategies become even more critical in educational settings.

Goffman (1967) strengthens this perspective by arguing that face or an individual's public self-image is a central element in communication. Every speaker not only seeks to preserve their own face but also bears the responsibility of protecting the face of their interlocutors. When face is threatened, misunderstandings and conflict may arise, making politeness a vital tool for maintaining social harmony. In other words, this aligns with Brown and Levinson's argument that politeness strategies function to minimize face-threatening acts (FTAs). In practical terms, within an educational environment such as *ma'had al-jami'ah*, tutors and students employ politeness not merely to comply with social norms but also to foster mutual respect, maintain authority while preserving dignity, and ensure smooth learning interactions. Therefore, politeness in language use should be regarded not only as a linguistic strategy but also as a reflection of deeper cultural values and social expectations.

In addition, Lakoff (1973) emphasizes that politeness can be understood as a set of pragmatic rules designed to prevent conflict and to promote smooth interactions. he proposes three fundamental rules of politeness, namely: (1) do not impose, (2) give options, and (3) make the hearer feel good. These rules are closely related to the concept of maintaining both positive and negative face as introduced by Brown and Levinson (1987). Therefore, Lakoff's framework provides further evidence that politeness serves as a communicative strategy which seeks to balance individual needs with the maintenance of social harmony. This perspective reinforces the argument that politeness, rather than being merely a social convention, should be regarded as an essential aspect of interaction that significantly contributes to communicative effectiveness, particularly in

contexts where hierarchy and respect are highly valued, such as in Mahad al Jamiah.

Building on these theoretical perspectives, the present study focuses on the application of politeness strategies in educational contexts. The English program at Mahad al jamiah, IAIN Kerinci, serves as a platform for enhancing students' proficiency in English. Within this program, the interaction between tutors and students is a cornerstone of effective teaching and learning. This program emphasizes not only linguistic competence but also the development of interpersonal communication skills. In the mahad al jamiah cultural context, where respect and hierarchy are highly valued, politeness strategies are crucial for supporting successful learning experiences.

the interaction between tutors and students in the English program involves not only the transfer of linguistic knowledge but also the cultivation of interpersonal communication skills. In this context, tutors, as facilitators, are required to navigate the complexities of maintaining authority while simultaneously fostering a supportive and respectful atmosphere. Likewise, students must balance their roles as learners and active participants, often within the boundaries of cultural norms and expectations. Thus, politeness strategies play a crucial role in shaping classroom dynamics by promoting respect, cooperation, and an environment conducive to effective learning.

Brown and Levinson's (1987) Politeness Theory provides a foundation for understanding the use of language in educational settings. Their concept of face, which includes positive face (the desire to be accepted and valued) and negative face (the desire to avoid imposition), remains central in analyzing how speakers mitigate potential threats during interactions. In the context of the English program at Ma'had Al-Jami'ah, this framework is particularly useful to explain how teachers and students

employ politeness strategies to balance respect, authority, and effective interactions in the classroom.

Furthermore, Scollon and Scollon (2001) introduced the concept of intercultural communication and politeness strategies across cultures. Their *Intercultural Communication: A Discourse Approach* identifies how cultural norms deeply influence the use and interpretation of politeness, making their insights particularly relevant in a multicultural environment such as Mahad al Jamiah.

Haugh (2007) also expands the notion of politeness beyond face-saving acts to include relational work, where politeness is seen as part of the ongoing negotiation of interpersonal relationships, a process that is especially salient in tutor-student interactions where roles are clearly defined yet constantly negotiated.

With students not only needing to master language structure but also needing to be able to use language appropriately according to the social and cultural context, it is becoming more and more important to understand these pragmatic principles. In a more specific context, namely in Mahad al Jamiah, located in a district of Kerinci with a dominant Sumatran cultural background, this linguistic condition provides a unique nuance in the principles of language politeness in English learning. The cultural diversity reflected in the educational environment, where students from various backgrounds interact, makes understanding language politeness very important for creating a harmonious and effective learning atmosphere.

Although various theoretical frameworks provide valuable insights into the role of politeness in classroom interaction, in practice there are still many misconceptions about how politeness strategies are applied in tutor–student relationships. Such misconceptions often lead to problems such as miscommunication, discomfort, or lack of mutual understanding, which in

turn can negatively affect the learning process. For example, a miscommunication may occur when a group leader instructs members to “try to complete your assignments and be ready for the next meeting,” yet some interpret this differently, resulting in inconsistent preparation. Similarly, discomfort can arise when one student dominates a discussion by interrupting others, causing peers to withdraw and slowing group progress. A lack of mutual understanding may also emerge when cultural differences shape different attitudes toward deadlines, creating tension and conflict. These examples illustrate that politeness strategies are not only theoretical constructs but practical necessities whose effectiveness directly influences the quality of teaching and learning in the English program at Ma’had Al-Jami’ah. Nevertheless, comprehensive research examining the actual use of politeness strategies in this program remains scarce. Such research is essential for improving communication, reducing misunderstandings, and enhancing overall learning experiences, while also providing deeper insights into the dynamics of tutor–student relationships. Comprehensive research examining the use of politeness tactics in the English curriculum at Ma’had Al-Jami’ah are scarce, despite the significance of civility in educational interactions. Gaining a knowledge of these tactics can help to improve communication, decrease misconceptions, and improve learning experiences overall. It can also offer insightful information about the interactions of tutor-student relationships.

Brown and Levinson (1987) investigated the phenomenon of politeness strategy theory. Four strategies bald on record, positive politeness, negative politeness, and off record were used to examine the data. The investigation showed that the kyai/ustadz used a variety of politeness techniques in their speech. On the other hand, the pupils only used three civility techniques. It was discovered that a number of social elements, including social distance and power, affected the kyai/ustadz's and the students' use of these tactics.

After conducting observations, I found several problems that occurred in the English Program classes at Ma'had Al-Jami'ah. These problems can be outlined as follows: First, there is still limited understanding of the types of politeness strategies actually used by tutors and students in the English program. Second, it remains unclear how tutors employ politeness strategies during classroom interactions, particularly when dealing with issues such as rudeness, intimidation, and lack of punctuality, which often contradict the expected culture of respect. Third, the application of politeness strategies has not been entirely consistent, as some tutors tend to use direct commands (bald on record), which may reduce students' comfort and motivation in the learning process. Fourth, little is known about the differences in how male and female students perceive and respond to tutors' politeness strategies, even though gendered perspectives may shape interactions in unique ways. Fifth, studies specifically examining the forms and functions of politeness strategies within the context of Ma'had Al-Jami'ah are still scarce, even though politeness plays a crucial role in creating effective educational interactions.

Therefore, identifying these issues is essential to provide a clearer picture of how politeness strategies function within the classroom context and to establish a foundation for further analysis in this research.

B. Identification of The Problem

Based on the background that has been presented, several problems can be identified regarding the use of politeness strategies in tutor–student interactions within the English program at Ma'had Al-Jami'ah. First, although various theories such as those proposed by Brown and Levinson (1987), Leech (1983), Lakoff (1973), and other scholars provide comprehensive insights into the concept of politeness, the actual types of politeness strategies used by tutors and students in classroom contexts

remain insufficiently understood. Second, the application of politeness strategies has not been entirely consistent, as some tutors tend to use direct commands (bald on record), which may reduce students' comfort and motivation in the learning process. Third, studies specifically examining the forms and functions of politeness strategies within the context of Ma'had Al-Jami'ah are still scarce, even though politeness plays a crucial role in creating effective educational communication. Fourth, the influence of tutors' politeness strategies on the effectiveness of learning and on students' responses has not been clearly established and therefore requires further investigation. Fifth, differences in perception and response between male and female students toward tutors' politeness strategies have not been sufficiently explored, even though gender perspectives may significantly shape patterns of communication in distinctive ways.

C. Limitation of The Research

This research is limited to the English language program at Ma'had Al-Jami'ah, IAIN Kerinci, and does not extend to other program at mahad al jamiah .The participants of this study consist of tutors and students from selected intermediate to advanced English classes within the program. Moreover, the scope of this study focuses exclusively on verbal politeness strategies, as outlined in the politeness theories of Brown and Levinson (1987) and Leech (1983), while non-verbal aspects such as body language, facial expressions, and tone of voice are excluded from the analysis.

D. Reserch Questions

Based on the background of this research, the researcher will purpose the following questions:

1. What types politeness strategies are used by tutors and students in the English program?

2. How are politeness strategies used by tutors during classroom interactions in the English program at Ma'had Al-Jami'ah, particularly in addressing issues such as rudeness, intimidation, and time disrespect?
3. What are the differences in how male and female students perceive and respond to tutors' politeness strategies in the context of the Ma'had Al-Jami'ah English learning environment?

E. Reserch Purposes

The precise aims or purposes the researcher hopes to accomplish through the study are known as research objectives. They offer a clear road map for carrying out the research and are very compatible with the research questions..The research objectives of this study are:

1. To analyze the specific politeness strategies used by tutors at Ma'had Al-Jami'ah to mitigate Face Threatening Acts (FTAs)—such as giving commands, correcting mistakes, or criticizing behavior—during classroom instruction, and how these strategies align with Brown and Levinson's politeness theory in the context of Indonesian-Islamic educational values.
2. To investigate how male and female students at Ma'had Al-Jami'ah perceive and respond to tutors' Face Threatening Acts (FTAs), and whether gender differences affect the interpretation, acceptance, or resistance to politeness strategies in academic interactions.

F. Significances of the Study

This study is expected to contribute both theoretically and practically to the understanding and application of politeness strategies in tutor-student interactions within the context of Islamic boarding school education, specifically at Ma'had Al-Jami'ah, IAIN Kerinci. The significance can be outlined as follows:

1. For Tutors

This study offers practical insight for tutors at Ma'had Al-Jami'ah in understanding and applying appropriate politeness strategies during classroom interactions. By recognizing how speech styles may be interpreted differently based on cultural and gender backgrounds, tutors can avoid miscommunication and build a more respectful, inclusive learning environment.

2. For Students

The study helps students develop an awareness of the role of language politeness in academic communication, particularly in navigating hierarchical relationships with tutors. It encourages students to respond appropriately and confidently, while respecting cultural norms, thus improving both their linguistic and interpersonal competence.

3. For Researchers

This research contributes to the limited body of studies on politeness in Islamic boarding school contexts in Indonesia, especially with a focus on gender-based perceptions. It provides a foundation for further studies on pragmatic language use, educational communication, and intercultural understanding in similar settings.

Furthermore, the wealth of linguistic and pragmatic research in the field of sociolinguistics and pragmatics will certainly enrich the science of sociolinguistics and pragmatics in the future. Practically, the benefits of this research are useful for tutors and students, especially in interacting so they can understand politeness and apply it in everyday life.

G. Definition of Key Terms

1. Politeness strategies

Politeness strategies are communication strategies used to maintain impressions in social interactions, especially to avoid

threats to the face (face threatening actions/FTA) of the interlocutor. This concept was first introduced by Brown and Levinson (1987) in their theory of politeness, which refers to the notion of "positive face" (a person's desire to be appreciated and accepted) and "negative face" (a person's desire to have freedom of action).

2. Tutors

A tutor is someone who provides guidance or instruction to individuals or small groups in a particular field with the aim of improving their understanding and skills. According to Topping (1996), tutors act as facilitators who help students understand the material through direct interaction and continuous feedback.

3. Students

Students are individuals who are involved in the learning process to acquire certain knowledge, skills and values in formal and non-formal educational environments. According to Good (1959), students are individuals who are actively involved in academic activities under educational guidance institutions, such as schools or universities.

4. English Program

The English program at Ma'had Al-Jami'ah is an institution that focuses on improving students' English competence through an organized language program. The curriculum focuses on speaking, listening, reading, and writing abilities and provides intense English learning activities outside of regular university lectures. Additionally, it highlights the need of developing communication skills in the Islamic boarding school setting, where students and tutors engage in daily interactions. The English Program serves as the setting for this study's observation and analysis of politeness techniques, particularly in tutor-student interactions in the classroom.



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CHAPTER 2

LITERATURE REVIEW

A. Review of Related Theories

1. Politeness in Communication

Politeness in communication refers to the strategies and behaviors individuals use to show respect, maintain harmony, and foster positive relationships during interactions. It involves being considerate of others' feelings, minimizing conflicts, and adhering to social norms to create a supportive and cooperative communication environment.

According to Pranowo (2009) highlights the importance of language politeness in Javanese society which includes the characteristics of *andhap-asor* (humble), *empan papan* (self-adjustment), *njaga rasa* (protecting feelings), *wani ngalah luhur wekasane* (willing to sacrifice), and *mulat sarira hangrasa wani* (introspection). These characteristics reflect cultural values that emphasize harmony and respect in social interactions.

Overall, politeness in communication is not only important for avoiding conflict, but also for building positive relationships, increasing the effectiveness of communication, and creating a comfortable atmosphere for all parties involved.

a. Core Concepts of Politeness

Politeness is a key concept in social interaction that relates to how individuals maintain the "face" or image of themselves and others during communication. According to Brown and Levinson (1987), politeness involves strategies to protect two main aspects of "face", namely positive face and negative face. They explain, "Positive face is an individual's desire to be liked, admired, or approved by others, whereas negative face refers to the desire to

have autonomy and freedom from coercion.” Politeness strategies serve to balance these two needs, especially in contexts where there is a potential threat To “face.” In addition, Leech (1983) in *Principles of Pragmatics* argues that politeness is a way to minimize social conflict and maximize harmony. He emphasized that, "Politeness is a form of behavior that builds and maintains a feeling of friendliness, namely the ability of participants in a social interaction to engage in interactions in a relatively harmonious atmosphere."

Furthermore, Watts (2003) in *Politeness* differentiates between relational politeness and strategic politeness, saying, "Relational politeness focuses on maintaining interpersonal relationships, while strategic politeness is goal-oriented and aims to achieve certain results in communication." This concept shows that politeness is not only related to ethics but also to the effectiveness of communication.

Thus, the core concept of politeness highlights the importance of maintaining social harmony and balance between personal needs and social needs in interactions, which is carried out through various communication strategies that are appropriate to the context and culture.

Politeness revolves around the concept of "face," as introduced by Brown and Levinson (1987):

1) Positive face

Positive face is a basic need for every individual to feel appreciated, accepted and liked by others. They define positive face as “each member's desire to have his or her desires satisfied by at least some others” Brown & Levinson, (1987).

This means that a person has the desire to have their desires, opinions and values considered positive by other people, and to be recognized as part of a social group. In communication, a positive face is often maintained through politeness strategies that show respect, appreciation, and concern for others, such as using compliments, warm greetings, or emphasizing similarities in views. This strategy aims to create harmonious relationships and strengthen a sense of solidarity between communication participants.

2) Negative face

Negative face is the fundamental need of every individual to maintain personal freedom and autonomy from interference or pressure from others. They define negative face as "the desire of every competent adult member that his or her actions not be hindered by others" Brown & Levinson, (1987). In other words, a negative face reflects a person's desire to be free from unwanted interference, coercion, or obligations. In communication, threats to negative face can occur when someone is asked to do something or when their freedom of choice is restricted. Therefore, politeness strategies that maintain negative face often involve the use of polite expressions, indirect requests, or providing options, such as using the phrases "if you disagree" or "sorry to interrupt." The goal is to show respect for the freedom of others and minimize the threat of negative face.

Politeness strategies are used to address these needs and avoid "face-threatening acts" (FTAs), which can challenge or undermine a person's positive or negative face.

b. Politeness Strategies

Politeness strategies, as outlined by Brown and Levinson (1987), aim to manage and maintain interpersonal harmony by addressing the two aspects of "face"—positive face and negative face. These strategies are categorized into positive politeness and negative politeness, which differ in their approach and intent.

1) positive politeness

Positive politeness is a politeness strategy that aims to fulfill a person's positive face needs, namely the desire to feel appreciated, liked and accepted in a social group. According to Brown and Levinson (1987), positive politeness is defined as "a replacement directed at the positive face of the interlocutor, his or her desire that his or her desires (or actions/benefits/values resulting from them) should be considered desirable." This means that positive politeness aims to show that the speaker cares about the listener's wishes and values and wants to establish a good and close relationship.

o Examples:

A. Compliments: "You did a great job on this project!"

B. Inclusive language: "Let's work on this together."

C. Expressions of care: "I understand how you feel."

2) Negative Politeness:

Negative politeness is a politeness strategy that focuses on giving a person negative face, namely the need to maintain personal freedom and autonomy, as well as to avoid threats to their privacy or will. According to Brown and Levinson (1987), negative politeness is defined as a strategy to reduce threats to

negative face, namely the individual's desire to be free from interference and coercion. They explained that these strategies involve using condescending words, indirect phrasing of requests, or providing options to avoid feelings of distress. Brown and Levinson state that negative politeness is carried out in a way that shows respect for the other person's freedom to make choices without coercion.

- Examples: Sorry, I know you're busy, but could you help me for a moment? Here, the phrases "sorry" and "I know you're busy" reduce the threat to the listener's freedom.

Comparison of Positive and Negative Politeness and also the role of students in the context of politeness can be explained by looking at how students interact with tutors, classmates and other learning environments, while still paying attention to the principles of politeness that underlie their communication. and this theory can provide a deeper understanding of the role of students in maintaining and applying impressions in their interactions during the learning process.

Table 1 Positive Politeness And Negative Politeness Comparison. (Brown & Levinson, 1987).

Aspect	Positive Politeness	Negative Politeness
Focus	Positive face (desire to be liked)	Negative face (desire for autonomy)
Tone	Friendly, inclusive, and optimistic	Formal, respectful, and cautious
Language Style	Direct and engaging	Indirect and deferential

Typical Context	Informal, close relationships	Formal, distant, or hierarchical settings
Objective	Reduce social distance, build rapport	Avoid imposition, maintain respect

3) Off-Record Strategies:

The off-record strategy is one of the politeness strategies proposed by Brown and Levinson (1987) in politeness theory. This strategy is used to avoid threats to the face (self-image), both positive faces (desire to be appreciated) and negative faces (desire to be free from interference), by conveying intentions or messages indirectly or ambiguously. In this case, the speaker avoids direct or explicit statements, thereby allowing the listener to interpret and choose their own response without feeling pressured or threatened.

Examples:

- Hints: "It's getting a bit late." (implying it's time to leave without explicitly saying so)
- Ambiguity: "This room could use some cleaning," rather than directly asking someone to clean it.

4) Bald-On-Record:

Bald on record is a speech, for example a request addressed directly to others where the pressure is communicative of a speech is made explicit. In other words, bald on record is asking for something to others directly. The most direct utterances of bald on record contain an

imperative form without mitigating devices. This form is usually found with people who know each other well and they have a close relationship. According to Yule (1996).

Examples:

- Commands: “Close the door.”
- Statements: “You’re late.”

This strategy is generally reserved for situations where urgency, familiarity, or hierarchy reduces the need for politeness.

c. Importance of Politeness in Communication

The Importance of Politeness in Communication lies in its ability to facilitate effective interaction, build and maintain positive relationships, and prevent conflict. Politeness is a cornerstone of social interaction, as it reflects respect, consideration, and adherence to social norms. Politeness is crucial for several reasons:

1) Maintaining Social Harmony:

Maintaining social harmony, refers to efforts to create harmonious and conflict-free relationships in society through respect for applicable social norms, values and rules. According to Holmes (2013), that social harmony also depends on understanding the social and cultural context. In many cases, communication that does not conform to certain cultural norms can cause tension, so awareness of cultural differences is important.

2) Building Relationships:

Relationship building is the process of creating and developing bonds between individuals or groups through communication, social interaction, and mutual understanding. In this context, good communication and politeness play an important role in forming strong, respectful and lasting relationships.

According to Scollon and Scollon (2001), also building relationships requires the ability to adapt to certain social and cultural norms. By understanding differences in communication norms and social expectations, individuals can avoid misunderstandings and create more harmonious communication.

3) Cultural Sensitivity:

Cultural sensitivity refers to the ability to understand, respect, and appreciate the cultural differences that exist among individuals or groups. This includes recognizing values, customs, social norms, and views of life that are different from those of our own culture. According to Scollon and Scollon (2001), cultural sensitivity is very important in cross-cultural communication, because different social norms can influence the way people communicate. For example, what is considered polite or respected in one culture may be different in another.

4) Conflict Resolution:

Conflict resolution is a process used to manage and resolve tensions, differences of opinion, or disputes between individuals or groups in a constructive and peaceful manner. Conflict resolution aims to find a solution that is acceptable to

all parties involved, reduce tension, and maintain positive social relations. According to Thomas and Kilmann (1974), there are five main strategies for resolving conflict, namely: competition, collaboration, accommodation, compromise, and avoidance. Each strategy has a different approach to dealing with conflict, and the choice of strategy depends on the goals and dynamics of the relationship between individuals. Brown and Levinson (1987) added that politeness plays a key role in conflict resolution. In the context of communication, politeness strategies such as positive politeness and negative politeness can be used to reduce threats to the other party's self-esteem.

d. Social factors

Social factors refer to the elements that influence the way individuals interact with each other in a society or social group. According to Wardhaugh (2006), social factors include variables such as social class, gender, age, educational background, and cultural background, all of which influence the way people communicate. But Holmes (2013) also explains that in social interactions, social factors influence the way people choose language styles or politeness strategies.

Several factors influence the choice and effectiveness of politeness strategies:

1) Cultural Norms:

Cultural norms are unwritten rules or guidelines that regulate the behavior, values and beliefs accepted within a social or cultural group. These norms include expectations about how individuals should act, communicate, and interact in various situations. They reflect the values and traditions respected by

society, which are often passed down from generation to generation. According to Hofstede (2001), cultural norms greatly influence the way individuals think and act in social contexts. For example, in more collectivist cultures, cultural norms emphasize the importance of group relationships, togetherness, and social harmony, which makes individuals more likely to prioritize group interests over personal interests. In contrast, in more individualistic cultures, cultural norms emphasize individual freedom, personal rights, and personal achievement.

Furthermore, according to Scollon and Scollon (1995), cultural norms have a significant impact on how people communicate and engage with one another. For instance, cultural norms in societies that place a high importance on hierarchy and social status—like those in Japan, or India—call for more deference to those who are older or in a higher position. This is demonstrated through formal language and courteous conduct.

2) Social Roles and Relationships

Social roles and relationships refer to the position or roles that individuals play in society and how these roles influence their interactions and relationships with others. A social role is a group of expectations, responsibilities, and behaviors expected of a person based on their position in a social structure. Holmes (2013) states that this social role influences the social relationships that occur in communication. In many cultures, relationships between individuals are determined by their position in the social structure.

3) Context

Context refers to the circumstances, situation, or environment in which communication or social interaction occurs. Context provides meaning and understanding of what is said, done, or decided in an interaction. In communication, context can include various aspects, such as social, cultural, linguistic, psychological and situational context, all of which influence the way messages are delivered and received. According to Scollon and Scollon (2001), context plays a very important role in communication because the social norms that apply in a situation or culture can influence the way individuals communicate.

Brown and Levinson (1987) in their theory of politeness also emphasize the importance of context in determining the politeness strategy used. They distinguish two main types of context that influence the use of politeness strategies: social context (including status, relationships, and power between speaker and listener) and situational context (including conversational purpose, place, and time).

4) Linguistic and Non-Linguistic Cues

Linguistic cues Refer to the cues used in verbal communication, namely the words, sentences and language structures used to convey messages. It involves the use of spoken or written language, as well as certain aspects of language, such as intonation, accent, word choice, sentence structure, and punctuation. According to Brown and Levinson (1987) , the use of appropriate language in a communication context is very important to show politeness and respect for relationships

between individuals. These linguistic cues include the use of positive politeness or negative politeness strategies integrated into the structure, such as polite requests or phrases that show concern for the feelings of others. For example, using words like "please" or "sorry" in a request to make it more polite or respect the other person's freedom in communication.

Non-linguistic cues refer to clues or signals that do not involve the use of language, but still convey information or meaning in communication. This includes body language, facial movements, facial expressions, eye contact, gestures, body posture, voice intonation, speaking rhythm, and even the physical distance between individuals in a conversation. Scollon and Scollon (2001) explain that these non-linguistic clues are very important in cross-cultural communication because they are often used to add meaning or strengthen messages conveyed verbally. For example, eye contact or a smile can add a sense of friendship or warmth to communication, while facial expressions such as frowning or frowning can convey disagreement or discomfort.

e. Challenges in Politeness

Challenges in politeness Refers to various obstacles or difficulties faced in efforts to maintain polite behavior and respect social norms in communication. Although politeness is an important element in maintaining harmonious relationships, there are several challenges that can arise when trying to communicate in a polite manner in different social contexts. While politeness is essential, it is not without challenges:

1) Miscommunication

Miscommunication refers to a misunderstanding or failure in communication caused by differences in the interpretation or application of politeness norms. According to Brown and Levinson (1987), politeness can be divided into two main strategies: positive politeness (positive politeness) and negative politeness (negative politeness). Positive politeness focuses on building good relationships and suggests a closer and friendlier approach, whereas negative politeness emphasizes respect for individual freedom and focuses on avoiding pressure.

However, if individuals cannot distinguish when to use each of these strategies or if they misinterpret social intent or relationships, errors in the application of these strategies can lead to miscommunication.

2) Over-Politeness

Excessive politeness Refers to the use of extremely polite or formal, even to the point of exaggeration, strategies or behavior in communication. Although this impression is usually intended to show respect, care, and maintain harmony in the relationship, behavior that is too polite can have a counterproductive effect, causing discomfort or confusion on the part of the person you are talking to. Leech (1987) revealed that excessive impressions often lead to redundancy (repetition) in communication which makes it sound unnecessary or inappropriate to the situation.

3) Balancing Directness and Politeness

Balancing directness and politeness is an important concept in communication in the fields of pragmatics and sociolinguistics. According to Brown and Levinson (1987) in their theory of politeness, communication is carried out with the aim of maintaining the face (face or self-esteem) of the individual, both oneself and others.

Balancing these two forms of politeness is crucial, because excessive politeness can reduce the clarity of the message, while excessive directness can threaten interpersonal relationships. Brown and Levinson argue that in cultural contexts that emphasize social hierarchy or dependency, greater use of negative politeness may be necessary, while in more egalitarian or close-knit cultures, greater use of positive politeness to strengthen relationships may be more appropriate.

f. Application of Politeness in Specific Contexts

Application of Politeness in Specific Contexts refers to the use of politeness strategies in various social and professional situations to ensure smooth communication and maintain harmonious relationships. Politeness in communication is not universal, but rather context-dependent, varying according to the social roles, relationships, and specific circumstances of the interaction. Politeness has practical implications in various fields, including:

1) Education

In the educational context, politeness plays an important role in fostering a positive learning environment. According to Brown and Levinson's (1987) politeness theory, tutors use

politeness strategies to maintain students' "face" (dignity and self-esteem). For example, when providing feedback, tutors should avoid overly harsh criticism and instead employ positive politeness strategies such as praising students for their efforts before providing corrective feedback. They may also use negative politeness strategies, such as hedging ("maybe you could try this...") to avoid asserting their authority too strongly and to give students the opportunity to disagree without feeling disrespected.

2. Politeness in Educational Settings

Politeness has an essential role in educational contexts because it contributes to the creation of a respectful learning environment, supports effective communication, and strengthens positive relationships between teachers and students. In classroom interactions, politeness strategies are commonly employed to provide instructions, correct errors, maintain discipline, and encourage student participation without causing discomfort or intimidation. The framework of politeness strategies proposed by Brown and Levinson (1987) is often applied in analyzing such interactions, as the concept of "face" is considered central to maintaining harmonious communication in educational settings. In the context of the english program at Ma'had Al-Jami'ah, politeness is also closely connected to cultural and religious values, where respect, humility, and mutual understanding are emphasized as integral parts of the learning process. Thus, politeness in education should not merely be understood as a communication style but as a reflection of broader cultural and institutional expectations.

a. Tutor's Role

A tutor's position in an educational setting supports the learning process in a number of crucial ways. Different perspectives on the formal (like in the classroom) and informal (like in tutoring or personal education) roles of tutors in educational settings. Biggs & Tang (2011) description of the tutor's function highlights the crucial role tutors play in the active learning process. Tutors are facilitators who assist students in creating their own understanding through discussion, inquiry, and self-directed learning in addition to being tutors who impart knowledge. But according to Hativa (2000), the tutor's job is not limited to merely imparting knowledge; it also involves fostering positive relationships with students in order to inspire and enhance their performance.

b. Student's Role

According to Goffman (1959), the student role refers to individual efforts to manage their social image in interactions. In the learning context, students play an important role in maintaining their image in front of others, especially in communicating with tutors and classmates. and according to Brown & Levinson (1987) explains the concept of Face Theory which leads to understanding politeness in communication between individuals. They state that each person has two types of "face", namely positive face (desire to be accepted and appreciated) and negative face (desire not to be disturbed or controlled).

However, the role of students in the context of politeness can be explained by looking at how students interact with tutors, classmates and other learning environments, while still paying attention to the principles of politeness that underlie their

communication, and this theory can provide a deeper understanding of the role of students in maintaining and applying impressions in their interactions during the learning process.

3. Cultural Dimensions of Politeness

Cultural Dimensions of Politeness refers to how different cultural norms influence the way individuals behave politely and the way they interact in social contexts. In Kerinci culture, the Kerinci people have a tradition of respecting other people based on age, social status and traditional position, for example Respecting Older People: When meeting older people, Kerinci people bow slightly as a sign of respect and humility: In daily interactions, speaking in a low voice and not interrupting the conversation is a form of politeness that is highly respected in kerinci. and Wulandari and Hadiyanto (2019) added, this expression contains noble values and is used as a means of educating the younger generation in a gentle and polite manner. Politeness is a concept that is highly influenced by culture and can vary greatly from one culture to another. This concept is often studied in the fields of pragmatics and sociolinguistics. Key cultural factors affecting politeness include:

a. Respect for Authority:

Respect for Authority Refers to the attitude or behavior of respecting or obeying individuals who have power or higher status in a social or organizational hierarchy. In many cultures, respect for authority is considered an important social value, influencing interaction, communication, and social structure. Brown (1987)

Overall, respect for authority is a social concept that can vary between cultures, but still plays an important role in shaping social interactions, decision making, and relationship dynamics in society.

b. Collectivism:

Collectivism is a cultural concept that emphasizes the importance of groups or communities over individuals. In a society that prioritizes collectivist values, group interests are considered more important than personal interests, and individuals are expected to maintain harmony, work together, and contribute to the common welfare. According to Geert Hofstede (2001), in his theory of cultural dimensions, collectivism is identified as one of the key cultural dimensions that greatly influences social behavior in society.

c. Indirectness:

Indirectness in communication Refers to the way of conveying a message by using indirect or implied words or expressions, rather than stating it explicitly. The use of indirectness is often related to politeness strategies or to maintain harmony in relationships. (Brown P. a., 1987). Understanding these cultural dimensions is essential for analyzing politeness strategies in the English program, where both language learning and cultural expectations intersect.

4. Challenges in Politeness Strategies in Educational Contexts

Challenges in Politeness Strategies in Educational Contexts refer to the difficulties that can arise when using politeness strategies in communication in educational settings. In this context, politeness

is important to build good relationships between tutors and students, maintain harmony, and ensure effective communication. According to Brown and Levinson (1987), in their Politeness Theory, emphasized that politeness strategies help mitigate face-threatening acts (FTAs) during communication, fostering a positive environment for interaction. In educational settings, this can enhance tutor-student relationships by respecting individual "face" needs, both positive and negative. Despite their importance, the use of politeness strategies in educational settings can face several challenges:

a. Miscommunication

Miscommunication is a condition where the message intended by the sender is not received or understood correctly by the recipient. According to Dean C. Barnlund (2008) in *Communication in a Global Society*, miscommunication can occur when there is a disruption in the communication process that prevents the sender and receiver from sharing the same meaning.

b. Balancing Authority and Approachability

Balancing Authority and Approachability refers to the ability to maintain an authoritative position in social or professional situations, while maintaining an open and friendly demeanor so that others feel comfortable and respected. According to Daniel Goleman (1998), in his book *Working with Emotional Intelligence*, he emphasizes the importance of emotional intelligence in social and professional relationships. One aspect of emotional intelligence is the ability to balance authority and openness (Goleman, 1998).

c. Lack of Awareness

Lack of Awareness in the context of communication, culture, or social interaction refers to an individual's inability to realize or understand the factors that influence their or others' communications. This can occur due to a lack of understanding of the social, cultural, or emotional context of communication, which can lead to misunderstandings, conflict, or ineffective communication. Lack of awareness can refer to various aspects, such as not understanding social norms, cultural differences, or power dynamics in relationships (Gudykunst & Kim, 2003; Spencer-Oatey, 2008).

Addressing these challenges requires a deeper understanding of how politeness is practiced and perceived in specific educational settings.

B. Previous of Related Research

Politeness strategies are communication techniques used to manage social interactions in a way that preserves the "face" of all participants, thus (Leech, 1983) ensuring smooth and respectful exchanges. Brown and Levinson (1987) introduced the concept of "face," which is divided into positive face (the desire to be liked and respected) and negative face (the desire to maintain autonomy and avoid imposition). They proposed that politeness strategies are used to mitigate the risk of "face-threatening acts" (FTAs), which could jeopardize these deustades. These strategies include bald-on-record, positive politeness, negative politeness, and off-record strategies. Bald-on-record involves direct and unambiguous communication, typically used in situations where there is a high level of familiarity or urgency, thus minimizing any consideration for the listener's face.

On the other hand, positive politeness is used to build rapport, seek common ground, and affirm solidarity, making the other person feel valued and liked. Negative politeness, in contrast, aims to protect the listener's autonomy by minimizing imposition, often through indirectness, hedging, or formality. Off-record strategies involve even greater indirectness, leaving room for interpretation, and often require the listener to infer the intended message. These insights underline the complexity of politeness strategies, demonstrating their dependence on cultural norms, social contexts, and individual preferences. By understanding and applying these strategies effectively, communicators can navigate interactions with greater sensitivity and success.

According to (Leech, 1983), politeness strategies are governed by several maxims, such as the maxim of tact, which seeks to minimize the cost to others, and the maxim of generosity, which maximizes the benefit to others. These maxims shape how politeness strategies are enacted depending on the social context. For instance, in educational settings, (Holmes, 2013) emphasized that the choice of politeness strategy depends on the social roles and relationships between individuals. Tutors may use positive politeness to create a more inclusive and supportive classroom environment, while they might rely on negative politeness when making requests or addressing students with more formality.

Additionally, Yule (1996) argued that politeness is dynamic and varies based on situational factors, including the social distance, power relations, and cultural norms of the individuals involved. Therefore, a tutor's communication with a student may differ significantly depending on the student's age, position, or familiarity with the tutor.

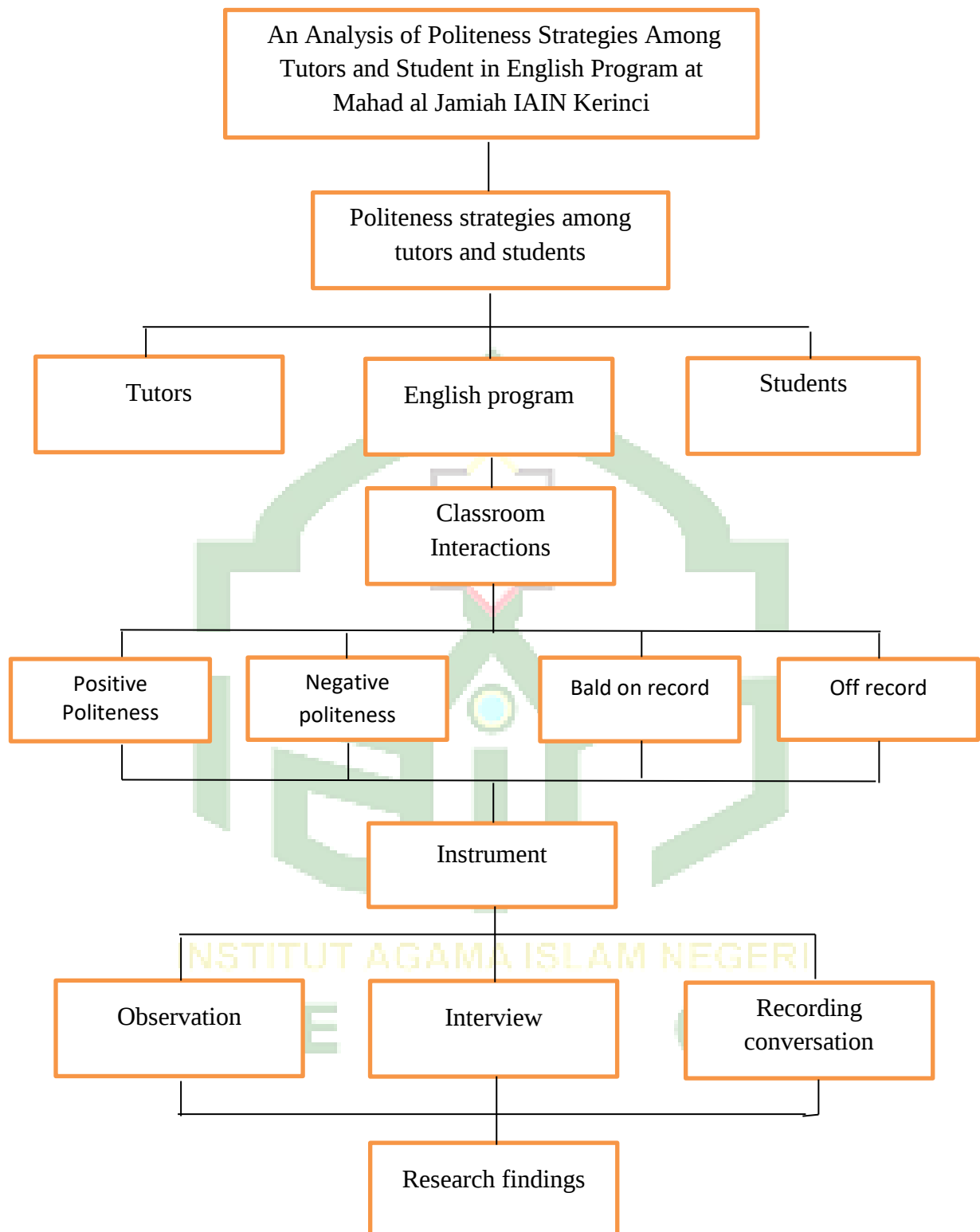
The stages of using politeness strategies can be broken down into recognizing the context, assessing the level of threat or imposition of the act, selecting the appropriate strategy, and then executing the strategy

through language and non-verbal cues. Locastro (2006) noted that politeness strategies, especially in the classroom, can influence the learning atmosphere, either encouraging openness and participation or creating barriers between the tutor and students. For instance, excessive use of negative politeness might distance students, whereas positive politeness can foster engagement and trust.

Scollon and Scollon (2001) further pointed out that these strategies are culturally sensitive and require awareness of the norms of different communities, as what is considered polite in one culture may not be in another. Thus, the outcome of applying politeness strategies—whether to preserve face, reduce conflict, or build rapport—depends heavily on the ability to adapt them to the specific context of the interaction.

From all the previous research described above, there are differences and similarities between the research above and the research that will be carried out by the current researcher. What this research has in common is the theory used. The difference between this research and previous research lies in the research object and research data found. The researcher will analyze politeness strategies in interactions between tutors and students both in the context of learning and social interactions as a respect for other research.

C. **Conceptual Framework**



This research is based on the analysis of politeness strategies within educational settings, with a particular focus on tutor–student interactions in the English Program at Ma’had Al-Jami’ah, IAIN Kerinci. The theoretical

foundation is drawn from Brown and Levinson's (1987) framework, which classifies politeness strategies into four categories: positive politeness, negative politeness, bald on record, and off record. These categories provide a systematic lens for examining how communication is managed to maintain "face" and create harmonious classroom interactions.

The context of this study is the English Program at Ma'had Al-Jami'ah, where tutors serve as facilitators and students engage actively in learning activities. Classroom interactions are the primary focus, as they represent the practical use of politeness strategies in giving instructions, correcting errors, managing discipline, and encouraging participation.

To collect the data, three instruments are employed: observation, interviews, and recordings of classroom conversations. Observation allows the researcher to capture authentic interactions between tutors and students. Interviews provide deeper insights into the perceptions and experiences of both parties regarding the use of politeness strategies. Recordings of conversations are used as supporting evidence for detailed linguistic analysis.

The expected findings of this research will demonstrate how politeness strategies are applied by tutors and students, identify which strategies are most frequently used, and explain how these strategies contribute to maintaining effective communication. In addition, the findings will reveal the extent to which cultural and institutional factors at Ma'had Al-Jami'ah influence the use of politeness strategies in classroom settings.

Therefore, the conceptual framework connects Brown and Levinson's theory of politeness strategies with the context of tutor–student interactions in the English Program, examined through systematic research instruments, leading to findings that provide insights into the role of politeness in educational communication.



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CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

This study employs a qualitative research design, which is particularly suitable for exploring and understanding the nature of politeness strategies in tutor-student interactions in the English program at Ma'had Al-Jami'ah, IAIN Kerinci. Creswell (2014) Qualitative research is an approach to exploring and understanding the meaning that individuals or groups give to social or humanitarian problems. This process involves flexible data collection methods, such as interviews, observations, and documents, to gain in-depth understanding. The goal is to describe, analyze, and interpret how politeness strategies are utilized and how they affect the learning environment.

Qualitative Case Study is an in-depth and comprehensive research approach to understanding a phenomenon in a specific context, such as an individual, group, or organization. In case studies, researchers explore and analyze a problem or event holistically by collecting data from various sources, one of which is observation. Qualitative case studies focus on in-depth observation of one or more cases in a specific, natural context. The cases studied can be individuals, groups, communities, events, or situations that are relevant to the research objectives.

The approach taken in this study is descriptive-analytical. This approach allows for the detailed description of politeness strategies and their analysis in the specific educational setting. The study will explore both the verbal and non-verbal politeness strategies used by tutors and students and analyze how these strategies influence communication, learning, and relationships.

B. Research Setting

The research will be conducted at **Ma'had Al-Jami'ah, IAIN Kerinci**, a higher education institution in Indonesia. This setting is ideal because it provides a culturally rich context where politeness norms, especially in educational interactions, are of significant importance. The study will focus specifically on the **English program**, a specialized course for advanced English learners, where tutor-student interactions are a key part of the learning process.

C. Data Resources

The data used in this research consist of primary and secondary data. Primary data will be collected directly from research participants through data collection techniques such as interviews, observations, and recorded conversations. In the context of this research, primary data will most likely consist of conversations between tutors and students, class discussions, or interactions in the English language program at Mahad Al-Jami'ah IAIN Kerinci. Meanwhile, secondary data will be taken from existing sources such as books, journals, or previous research relevant to politeness strategies. The collected data will then be used as a basis for answering the research questions.

D. Participants

The participants of this study consist of tutors and students from the English language program at Ma'had Al-Jami'ah, IAIN Kerinci. The study involves three tutors who teach intermediate to advanced English classes and ten students who are enrolled in those classes. The participants were selected purposively, as they were directly involved in classroom interactions that provided relevant data for the analysis of politeness. The tutors were chosen because of their role in giving instructions, corrections, and feedback, while the students were selected as the recipients and respondents of these communicative acts. This selection was considered

appropriate to obtain authentic data on the use of politeness strategies in a natural classroom setting.

E. Instrument of The Research

1. Observation

The observation instrument in this study is non-participatory, meaning that the researcher is not directly involved in the interaction process, but only acts as an observer. Observations were conducted during tutoring between tutors and students in the Ma'had Al-Jami'ah IAIN Kerinci environment. The main focus of the observation is the politeness strategies that emerge in communication, both verbally and non-verbally.

The verbal aspects observed include the use of polite greetings, subtle expressions of requests or invitations, strategies to avoid conflict such as the use of indirect sentences, and expressions of appreciation or praise conveyed by tutors to students. While non-verbal aspects include smiling when speaking, soft intonation, eye contact when communicating, and body gestures that show an open attitude and empathy.

The instruments used in the observation consisted of a descriptive observation sheet, an observation checklist, and supporting devices in the form of audio or video recordings (if necessary and approved by the participants). The observation sheet was used to narratively record the interaction situation, the responses that emerged, and the context that influenced communication. The observation checklist contained indicators of politeness strategies that could be marked directly during the interaction process, with the aim of facilitating systematic data analysis.

The purpose of using this instrument was to identify the politeness strategies used in the interaction, understand the role of these strategies in creating effective and harmonious communication, and observe the possibility of miscommunication that could disrupt the learning process. The results of this observation are expected to provide a real picture of the

tutor-student communication patterns that are in accordance with cultural and academic values in the Ma'had Al-Jami'ah environment.

Table 2 Politeness observation strategy checklist format

No	Observed Aspects	Indicators	Observed (✓)	Not Observed (X)
1	Verbal	Use of polite greetings	☐	☐
2		Polite expressions of requests/invitations	☐	☐
3		Strategies to avoid conflict (e.g., use of indirect sentences)	☐	☐
4		Use of appreciative sentences (praise or motivation)	☐	☐
5	Non-verbal	Smile when speaking	☐	☐
6		Soft and non-rising voice intonation	☐	☐
7		Eye contact when conveying information	☐	☐
8		Body gestures that indicate openness	☐	☐

		(e.g., not crossing arms)		
9	Miscommunication	Student responses appear confused/don't understand	☐	☐
10		There are gaps in communication or responses that don't connect	☐	☐

Brown, P., & Levinson, S. C. (1987).

2. Interview

The interview instrument in this study will be used to explore more deeply the views, experiences, and perceptions of tutors and students regarding the use of politeness strategies in interactions during tutoring sessions at Ma'had Al-Jami'ah, IAIN Kerinci. The interviews will be conducted in a semi-structured manner, allowing the researcher to follow the main question guide but remain flexible in exploring further answers according to the participants' responses.

The questions in the interviews were structured based on previously observed aspects of verbal and nonverbal politeness. Some of the topics discussed included the use of polite language in daily communication between tutors and students, how to avoid conflict or tension during the tutoring process, and participants' experiences regarding miscommunication that may occur due to differences in communication styles or lack of application of politeness strategies.

The recording was done directly and recorded using an audio recorder to ensure data accuracy. The researcher also recorded the participants'

expressions, gestures, and attitudes during the interview as part of supporting data. Before the interview began, the researcher provided an explanation of the purpose of the study and guaranteed the confidentiality and comfort of the participants during the process.

The purpose of using this interview instrument is to gain a deeper understanding of the practice of politeness strategies in the context of academic interactions in the Ma'had Al-Jami'ah environment. Data obtained through interviews will be analyzed qualitatively and used to strengthen the findings of previous observations.

A. Respondent Identity

Name (initials only): _____

Gender: _____

Status: Tutor / Student

Duration of participation or tutoring: _____

Section A: Tutor to Student Situations (FTAs by Tutor)

1. Giving Orders / Instructions (Directive – FTA)

Situation:

A tutor notices that a student has not submitted their assignment for the second time. The tutor wants to instruct the student to be more disciplined.

What would the tutor say?

2. Correcting Mistakes (FTA – threatens positive face)

Situation:

During a speaking activity, a student makes a grammar mistake in front of the class. The tutor wants to correct the student while keeping their dignity.

What would the tutor say?

3. Criticism (FTA – threatens positive face)

Situation:

A student often comes late to class and disturbs others. The tutor decides to address this behavior in class.

What would the tutor say?

Section B: Student to Tutor Situations (FTAs by Student)

4. Making a Request (FTA – threatens negative face)

Situation:

You want to ask your tutor to postpone the deadline for your assignment because you are sick.

What would you say?

5. Disagreeing (FTA – threatens tutor's positive face)

Situation:

During a discussion, your tutor gives an interpretation that you do not agree with. You want to express your disagreement politely.

What would you say?

6. Giving Feedback to a Tutor (FTA – upward speech)

Situation:

The tutor spoke too fast in class, and many students had difficulty following the material. You want to tell the tutor, politely.

What would you say?

B. Main Interview Questions

For Students:

1. In your interaction with the tutor, do you feel that the tutor tries to protect your feelings or self-image (positive face)? Can you give an example?

2. Do you feel that your tutor tries to make you feel accepted or appreciated during tutoring sessions (positive politeness)? Can you give an example?
3. Have you noticed your tutor using indirect language, such as "Would you mind if..." or "I know you're busy, but..."? How do you respond to that kind of language?
4. Do you notice differences in how politeness is shown between students from different cultural or regional backgrounds?
5. What words or phrases do you usually use to sound more polite when asking for help?
6. Do you feel more comfortable when your tutor gives criticism in a gentle way? Can you give an example?
7. Have you ever felt, or seen a classmate, unaware of politeness norms in communication, leading to misunderstanding?

For Tutors:

1. How do you ensure that students feel appreciated and accepted in communication (positive face)?
2. How do you build a sense of closeness and comfort with your students using language or gestures?
3. How do you respond when students use polite strategies toward you, such as apologizing before speaking or giving compliments?
4. How do you use polite strategies to manage or resolve conflicts with students?
5. How do you use non-verbal cues (e.g., facial expression, gesture, tone) to reinforce polite communication?
6. How do you apply politeness strategies when giving feedback or criticism to students?

7. How do you adjust your communication style when interacting with students from different cultural backgrounds?

C. Closing

- Is there anything else you would like to share about your communication experiences during tutoring sessions?

3. Recording conversation

The recording instrument in this study was used to record direct conversations between tutors and students during the guidance process at Ma'had Al-Jami'ah, IAIN Kerinci. Recording will be done using an audio recording device in the form of a voice recorder or a voice recorder application available on a smartphone device, with the consent of both parties. The purpose of this recording is to document in detail the verbal interactions that occur during the guidance session, so that researchers can analyze the politeness strategies used in communication more accurately and objectively.

This conversation recording includes various linguistic expressions such as the use of polite language, voice intonation, pauses, questions and answers, and responses to corrections or input from the tutor. In addition, the recording also allows researchers to identify forms of inconsistencies or miscommunication that may arise in the interaction, which are not always easy to observe directly. The recording results will be transcribed and analyzed as part of the qualitative data of the study.

Recording was conducted while maintaining research ethics, where each participant was given an explanation in advance about the purpose of the recording, and the privacy and data guaranteed were fully guaranteed. This instrument is very important in supporting observation and interview data, because it provides concrete evidence of

communication patterns that occur naturally in the context of English language learning in an academic environment.

F. Technique of Collecting Data

1. Observation

This observation focuses on the use of politeness strategies in tutor-student interactions during tutoring sessions in the English program at Ma'had Al-Jami'ah, IAIN Kerinci. The aspects observed include verbal politeness, such as the use of polite language and communication strategies to avoid conflict, as well as non-verbal politeness, such as facial expressions, gestures, and intonation. Additionally, this study identifies misunderstandings that may cause discomfort in communication.

This observation is essential for enhancing learning effectiveness, particularly in preventing misunderstandings and fostering harmonious interactions. In the Indonesian cultural context, especially in Ma'had Al-Jami'ah, where hierarchy and respect are highly valued, understanding politeness strategies is crucial. This study also aims to address communication challenges, such as a lack of respect for time and unequal treatment of students.

The findings from this observation will provide insights into better communication strategies for tutors and students, helping to create a respectful, conducive learning environment that supports the effectiveness of English language education.

2. Interview

The interviews in this study will be conducted using a semi-structured method, where the researcher uses guided questions but

allows respondents to express their views more freely. These interviews will involve tutors and students in the English program at Ma'had Al-Jami'ah, IAIN Kerinci, to understand how they apply politeness strategies in academic interactions. Tutors will be interviewed to explore how they establish polite communication, maintain authority, and address challenges in teaching. Meanwhile, students will be interviewed to share their experiences in communicating with tutors, including any difficulties they face regarding politeness. The purpose of these interviews is to gain direct perspectives from both parties on the effectiveness of politeness strategies in supporting the learning process and to identify potential misunderstandings that may hinder classroom interactions.

3. Recording conversation

Recording conversation is essential in this study to analyze politeness strategies in tutor-student interactions. The recordings capture real-time conversations using digital recorders or applications, focusing on both formal and informal discussions in classrooms and study sessions. The participants include tutors and students, with recordings conducted in natural settings to ensure authenticity. Ethical considerations, such as informed consent and data confidentiality, are strictly followed. Transcription is done systematically, and discourse analysis is applied to interpret the data. Challenges like technical issues or participant discomfort are anticipated, with strategies in place to minimize disruptions and ensure accurate data collection.

G. Technique of Analysis Data

This research use thematic analysis which conducted by Clarke and Braun (2006). This analysis form suitable based on the research focus which discover the information that related to current phenomenon such as

treatment of politeness strategy implementation and engage student's ability. Besides, this type of analysis help the research with it flexibiity to find a potential and detail information based on current focus for this study. This form have six steps to analyzing the data :

1. Familiarising

The researcher involve to immersing itself by the data which collect by the interview and read the transcribition. This step aim to influence the researcher with the data and begin to notice things which related and relevant to the research questions.

2. Generating initial codes

Codes are the foundation blocks of analysis. This steps provide a label for a feature of the data which relevant to the research question. This also help the researcher to limit the data that unrelevant to current purposes of research. The researcher can generate new codes aside analyzing current data which decoded. This step will end after all data being decoded.

3. Searching for themes

Themes need as platfrom to capture significant information that have relation to research question. This step start by generate themes and subthemes which are the subindicator of themes. The goals of this step to build and identify the topics which share some unifying features together so thay it reflect and describe coherent and meaningfull pattern in the data. This step also help to explore the relationship the themes and reveal how themes will affect each pattern. This step finalize after generate a thematic map or table of relevant information.

4. Reviewing potential themes

This step occurs to select a relevant themes which support and relate with research question. The research will review carefully about the themes which particullary have relation to research question and have more potential data that might conduct with complex information for the research.

5. Defining and naming themes

In this step, the reseacher need to be able clearly state what is specific about each theme. The defining should be informative, concise and conceptual while concern about participants' language, concepts, and relation to the research questions.

6. Reporting

This step is the final step for thematic analysis. The purpose of this reporting is to provide a compelling naration about your data based on your analysis. The story should be convincing and clear, yet complex and suitable based on scholarly field. While producing the report, the themes should connect logically, meaningfully, and show coherent which supporting each theme.

H. Trustworthiness of The Data

Trustworthiness of the Data is a crucial concept in qualitative research that refers to the extent to which the findings of a study can be considered credible, dependable, and applicable. Unlike quantitative research, which relies on statistical validity and reliability, qualitative research emphasizes trustworthiness as a measure of data quality and analytical rigor. Lincoln and Guba (1985) introduced four key criteria for

establishing trustworthiness: credibility, transferability, dependability, and confirmability.

1. Credibility

Credibility addresses the accuracy and truthfulness of the research findings in reflecting participants' experiences and perspectives. Strategies to enhance credibility include prolonged engagement, triangulation, and member checking. Transferability refers to the degree to which the findings can be applied to other contexts. This can be supported by providing thick descriptions—detailed contextual information about the research setting and participants—so that readers can determine whether the findings are applicable in their own settings. Dependability is concerned with the consistency and reliability of the research process over time. It can be ensured through a well-documented audit trail and transparent methodological procedures. Confirmability ensures that the findings are shaped by the participants and the data, rather than by researcher bias or assumptions. This is achieved through reflexivity, detailed documentation, and maintaining objectivity during the data analysis process.

By addressing these four components, trustworthiness serves as a foundational standard that enhances the quality, rigor, and integrity of qualitative research, making it more convincing and valuable to the academic and professional community.

2. Triangulation

Triangulation in this study is used to enhance the validity and reliability of data on politeness strategies in tutor-student interactions at Ma'had Al-Jami'ah, IAIN Kerinci. According to Denzin (1978), triangulation is a strategy to reduce bias by

combining various data collection methods. This study employs methodological triangulation through observation, interviews, and recorded conversations.

Observation is conducted to directly examine verbal and non-verbal politeness strategies during tutoring sessions. Interviews are semi-structured to explore tutors' and students' perspectives on the application of politeness in academic communication. Recorded conversations allow for an in-depth analysis of communication patterns in real-life situations, ensuring data authenticity.

By combining these three methods, this study minimizes bias and enhances the accuracy of findings. As stated by Patton (1999), triangulation helps gain a more comprehensive understanding of the studied phenomenon. The results of this triangulation are expected to provide deeper insights into the effectiveness of politeness strategies in creating a respectful and conducive learning environment.

This study analyzes politeness strategies in tutor-student interactions at Ma'had Al-Jami'ah, IAIN Kerinci using coding and triangulation to enhance the validity of findings. Coding identifies and categorizes politeness strategy patterns based on Brown & Levinson's (1987) and Leech's (1983) theories, enabling a systematic understanding of communication dynamics. Triangulation through observation, interviews, and recorded conversations ensures data accuracy by reducing bias. The combination of these methods provides in-depth insights into the role of politeness in creating a harmonious and effective learning environment.

3. Confirmability

The confirmability for this research is reading and familiarizing. Reading and Familiarizing is the initial stage in qualitative data analysis that is important for understanding the context and overall content of the data that has been collected. At this stage, researchers reread all interview transcripts, field notes, or other documents thoroughly to gain a deep understanding of the data content. The purpose of this process is to recognize initial patterns, get a general impression, and begin to identify meaningful parts of the data. Deep involvement at this stage helps researchers build analytical intuition that will be useful in the subsequent coding and interpretation stages. According to Braun and Clarke (2006), familiarization with data is the main foundation of thematic analysis, where researchers begin to “get to know” their data thoroughly before coding systematically.



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CHAPTER 4

RESEARCH FINDINGS AND DISCUSSIONS

This chapter is divided into two parts: findings and discussion. The findings and discussion are presented in relation to the research questions, which are related to the types of politeness strategies used by tutors and students, as well as how these strategies are used to maintain positive and negative face during tutoring interactions.

The data will be presented in the form of tables in the findings section, and the complete data is provided in the appendices. Furthermore, to clarify the results of the research, the data were analyzed to provide a description of the occurrence and types of politeness strategies used by tutors and students, as well as how these strategies are used to maintain positive and negative face during tutoring interactions at Ma'had Al-Jami'ah.

A. FINDINGS

Based on the data analysis, it was found that in the interactions between tutors and students in the classroom, several types of politeness strategies were used. These strategies consisted of positive politeness, negative politeness, bald on record, and off-record strategies. The findings show that positive politeness was the most frequently used strategy, followed by bald on record, negative politeness, and off-record strategies.

Positive politeness strategies appeared in various forms, such as greetings, giving praise, showing appreciation, and motivational statements. The frequent use of this strategy indicates that tutors attempted to reduce social distance, create a supportive atmosphere, and encourage active student participation. Negative politeness strategies were also identified, particularly when tutors made indirect requests, asked for students'

opinions, or softened corrections. This strategy helped to minimize the sense of imposition and allowed students to feel respected in their participation. Bald on record strategies were commonly used when tutors gave direct instructions, asked questions, or corrected mistakes. The use of this strategy reflects the asymmetrical power relation between tutors and students, where clarity and efficiency were prioritized over politeness mitigation. Meanwhile, off-record strategies were the least frequently used. They were mostly found in situations such as closing classroom sessions, where tutors used indirect statements or hints to reduce imposition and maintain harmony.

The analysis further shows that tutors used politeness strategies primarily when giving instructions, correcting mistakes, providing feedback, or closing the class, whereas students tended to use politeness strategies when responding to tutors' compliments, expressing opinions, or reacting to corrections. As summarized in Table 4, positive politeness appeared in 12 instances, bald on record in 6 instances, negative politeness in 4 instances, and off-record in 3 instances.

Overall, these findings suggest that tutors relied predominantly on positive politeness strategies to maintain harmonious interactions and motivate students, while also balancing their use of bald on record strategies to ensure clarity and efficiency in learning. Negative and off-record strategies were used less frequently but served to reduce imposition and maintain students' sense of autonomy. These findings will be explained in detail in relation to the research questions as follows.

1. Types of politeness strategies used tutor and students

The qualitative findings are presented to show the extracts taken from the written interactions produced between the tutor and the students. In these findings, some excerpts of each type of politeness strategies are

presented randomly, presented clearly with the scientific reasons of why these utterances are regarded to contain an individual politeness strategy.

a) Positive Politenes

The goal of positive politeness tactics is to fulfill the listener's positive face, which is the need to be appreciated, accepted, and regarded as a member of a group. By using greetings, compliments, small talk, and inspirational statements, this research continuously demonstrates positive politeness, which helps build relationships and reduce social distance between tutors and students.

Extract 1 – Class A (T1, S1, S2)

Tutor : Assalamualaikum, how are you today?

Student (S1) : Waalaikumsalam, I'm fine, Ustad.

Student (S2) : I'm good, thank you.

Tutor : Very good, let's start by saying basmallah together

In extract 1, the tutor opened the classroom interaction by greeting the students and asking about their well-being. This shows the tutor's attempt to build a positive learning atmosphere and establish a good relationship with the students. The use of greetings such as "Assalamualaikum, how are you today?" reflects positive politeness, as it emphasizes solidarity and care for the students' condition. The students responded politely by returning the greeting and expressing that they were fine, which also demonstrated their awareness of maintaining politeness norms.

When the tutor continued by saying "Very good, let's start by saying basmallah together", it indicates inclusion and collective involvement in the learning process. This utterance not only functioned as

an instruction but also carried the element of **positive politeness**, since it invited the students to participate together in a respectful and culturally appropriate way. The strategy helped create a sense of unity and shared responsibility at the beginning of the lesson.

These examples are summarized in the following table, which presents the utterances and their corresponding positive politeness **for Extract 1**.

Extract 1 – ClassA (T1, S1, S2)

speaker	utterance	Theme
T1	Assalamualaikum, how are you today?	POS
S1	Waalaikumsalam, I'm fine, Ustad.	POS
S2	I'm good, thank you.	POS
T1	Very good, let's start by saying basmallah together.	POS

Extract 3 – Class A (T1, S3, S4)

Tutor: Excellent, S3 and S4! You read very well.

Student (S3): Thank you, Ustad.

Student (S4): That makes me happy.

In extract 3, the tutor explicitly expressed appreciation by saying “Excellent, S3 and S4! You read very well.” This utterance reflects the use of positive politeness, as it provides direct praise and recognition of the students’ performance. The tutor’s strategy here was to encourage and motivate the students by acknowledging their effort, which strengthens their confidence and willingness to participate in the class.

The students’ responses also reflected their understanding of politeness norms. Student S3 responded with “Thank you, Ustad,” which is a polite and respectful acknowledgment of the tutor’s compliment. Meanwhile, Student S4 expressed personal feelings by saying “That makes me happy,” showing that the tutor’s praise had a positive emotional impact.

This indicates that the use of appreciation as a politeness strategy not only motivates but also fosters a supportive classroom environment where students feel valued and respected.

These interactions are presented more clearly in the following table, which summarizes the utterances and their corresponding positive politeness **in Extract 3**.

Extract 3 – ClassA (T1, S3, S4)

speaker	utterance	Theme
T1	Excellent, S3 and S4! You read very well.	POS
S3	Thank you, Ustad.	POS
S4	That makes me happy.	POS

Extract 5 – ClassB (T2, S5–S7)

Tutor : Good morning, class. Did you enjoy your breakfast today?

Student (S5) : Yes, Ustad, I had nasi goreng.

Student (S6) : I only had tea.

Student (S7) : I'm still hungry. (laughs)

Tutor : (smiles) Okay, let's use that hunger as energy to study.

In extract 3, the tutor opened the class with a warm greeting and a light question about the students' breakfast, saying "Good morning, class. Did you enjoy your breakfast today?" This reflects the use of positive politeness, as the tutor attempted to build rapport and establish a friendly atmosphere before starting the lesson. By engaging in small talk, the tutor emphasized solidarity and created a relaxed environment where students felt comfortable to respond.

The students' responses also reflected openness and humor, which indicated that they perceived the tutor's strategy positively. S5 replied by sharing a personal detail ("I had nasi goreng"), S6 added a simple response ("I only had tea"), while S7 expressed humor ("I'm still hungry"), showing that the classroom was informal and supportive.

The tutor's follow-up response, "Okay, let's use that hunger as energy to study," not only acknowledged the students' responses but also reframed the situation positively. This strategy of light humor and encouragement strengthened the classroom rapport and maintained student engagement. Overall, the extract shows how positive politeness strategies through greetings, small talk, and humor can effectively foster comfort, participation, and motivation in the classroom.

The details of this interaction are summarized in the following table, which shows the utterances and the identified positive politeness for **Extract 5**.

Extract 5 – ClassB (T2, S5–S7)

speaker	utterance	Theme
T2	Good morning, class. Did you enjoy your breakfast today?	POS
S5	Yes, Ustad, I had nasi goreng.	POS
S6	I only had tea.	POS
S7	I'm still hungry. (laughs)	POS
T2	(smiles) Okay, let's use that hunger as energy to study.	POS

Extract 9 – Class C (T3, S8–S10)

Tutor : Assalamualaikum, everyone. How's your day?

Student (S8) : Waalaikumsalam, I'm fine.

Student (S9) : A little tired, Ustad.

Student (S10) : Good, Alhamdulillah.

Tutor : Good to hear. Let's study together with full spirit.

In extract 9, the tutor began the class with a warm Islamic greeting and a question about the students' well-being: "Assalamualaikum, everyone. How's your day?" This reflects the use of positive politeness, as it established a respectful and friendly tone while also showing genuine care for the students' condition. Such an opening strategy helps build solidarity and sets a supportive classroom atmosphere.

The students responded with various expressions. S8 returned the greeting and gave a simple response (“I’m fine”), S9 shared a more personal state (“A little tired, Ustad”), and S10 expressed gratitude (“Good, Alhamdulillah”). These responses demonstrate that the students felt comfortable enough to express their actual condition, which indicates trust and openness in communication with the tutor.

Finally, the tutor responded with encouragement: “Good to hear. Let’s study together with full spirit.” This utterance shows a balance of acknowledgment and motivation, reinforcing group unity and enthusiasm for the lesson. Overall, this extract illustrates how positive politeness strategies, through greetings, inquiries about well-being, and motivational language, can strengthen tutor-student relationships and create a collaborative learning environment.

To make the analysis clearer, the utterances and corresponding positive politeness in **Extract 9** are displayed in the table below.

Extract 9 – ClassC (T3, S8–S10)

speaker	utterance	Theme
T3	Assalamualaikum, everyone. How’s your day?	POS
S8	Walaikumsalam, I’m fine.	POS
S9	A little tired, Ustad.	POS
S10	Good, Alhamdulillah.	POS
T3	Good to hear. Let’s study together with full spirit.	POS

b) Negative politeness

The research findings show that the negative politeness strategies were less frequently used compared to the preceding two strategies. i.e., bald on record and positive politeness. It may happen because the tutor dominated the interaction. Besides, the power the tutor was having allowed him to be more straightforward in producing the utterance. The domination

the tutor had allowed him to state what he wanted to report directly and clearly.

Extract 6 – class B (T2, S5, S6)

Tutor : Could you share, S5, what do you think about learning through songs?

Student (S5) : It's fun, Ustad. I can memorize vocabulary faster.

Tutor : Very nice. S6, do you agree?

Student (S6) : Yes, Ustad, but sometimes I get distracted.

In extract 6, the tutor involved the students in classroom discussion by asking for their opinions about learning through songs. The utterance “Could you share, S5, what do you think about learning through songs?” demonstrates the use of negative politeness, as the tutor used an indirect and respectful form (“Could you...”) rather than giving a direct command. This strategy minimizes the imposition on the student and gives space for voluntary participation.

Student S5 responded positively, saying that learning through songs was fun and helped with vocabulary memorization. The tutor then validated this response with encouragement (“Very nice”) before inviting another student, S6, to share his opinion. Again, this reflects negative politeness, since the tutor framed the request as a question (“Do you agree?”) rather than an order.

S6's response was slightly different, as he agreed but also admitted a challenge (“sometimes I get distracted”). This shows that the tutor's polite approach allowed students to express honest perspectives, including both strengths and weaknesses. Overall, the extract illustrates how negative politeness strategies—through indirect requests and respectful questioning—can create a more open and balanced discussion where students feel comfortable sharing genuine opinions.

To make the use of negative politeness strategies in this extract clearer, the following table summarizes the speakers' utterances along with the identified strategy:

Extract 6 – ClassB (T2, S5, S6)

speaker	utterance	Theme
T2	Could you share, S5, what do you think about learning through songs?	NEG
S5	It's fun, Ustad. I can memorize vocabulary faster.	NEG
T2	Very nice. S6, do you agree?	NEG
S6	Yes, Ustad, but sometimes I get distracted.	NEG

Extract 11 – class C (T3, S10, S8)

Tutor (T3) : Could you try to make a sentence with the word “responsibility”, S10?

Student (S10) : I have responsibility to finish my homework.

Tutor (T3) : Good try, but it should be “I have a responsibility.”
Don't forget the article.

Student (S8) : (whispers to S10) I also forget that sometimes.

In extract 11, the tutor asked S10 to make a sentence using the word “responsibility” by saying “Could you try to make a sentence with the word ‘responsibility’, S10?” This reflects the use of negative politeness, since the tutor used an indirect and respectful request (“Could you try...”) instead of commanding directly. This strategy gave the student a sense of choice and reduced the pressure, encouraging participation in a supportive way.

S10 responded with the sentence “I have responsibility to finish my homework.” Although grammatically incomplete, the attempt showed effort. The tutor then corrected the mistake by saying “Good try, but it should be ‘I have a responsibility.’ Don't forget the article.” This correction is also framed politely—it begins with praise (“Good try”) before pointing

out the error, softening the criticism. This shows the tutor's intention to protect the student's face while still ensuring accuracy.

Interestingly, another student, S8, whispered "I also forget that sometimes," which indicates solidarity and empathy. This spontaneous peer response demonstrates that polite correction not only supports the student being corrected but also encourages others to acknowledge their own challenges without embarrassment.

Overall, this extract highlights how negative politeness strategies—using indirect requests and softened corrections—can create an atmosphere where students feel respected, are motivated to try, and even support each other in the learning process.

To provide a clearer understanding of how negative politeness strategies appeared in this extract, the following table summarizes the utterances of each speaker along with the identified strategies:

Extract 11 – ClassC (T3, S10, S8)

speaker	utterance	Theme
T3	Could you try to make a sentence with the word " <i>responsibility</i> ", S10?	NEG
S10	"I have responsibility to finish my homework."	NEG
T3	Good try, but it should be "I have a responsibility." Don't forget the article.	NEG
S8	(whispers to S10) I also forget that sometimes.	NEG

c) Bald on record

Bald on Record (BOR) is a politeness strategy where speakers deliver their utterances in a direct, clear, and unmitigated way. This strategy is often used when efficiency and clarity are prioritized over politeness softeners. In classroom interactions, tutors commonly employ BOR to give instructions, ask questions, or correct mistakes, reflecting their authority and the asymmetrical power relation between teacher and students.

Extract 2 – class A (T1, S3, S4)

Tutor (T1) : Open page 10, read the dialogue with your partner.

Student (S3 and S4) : (reads dialogue together)

Tutor(T1) : Louder, please. Everyone must hear.

In extract 2, the tutor (T1) uses the bald on record (BOR) strategy by giving direct instructions to the students (S3 and S4) to open page 10 and read the dialogue with their partner. The instruction is clear, straightforward, and without any mitigation, reflecting the tutor's authority in the classroom.

When S3 and S4 begin reading, the tutor adds another command: “Louder, please. Everyone must hear.” This utterance also falls under the bald on record strategy because the tutor explicitly expresses what he expects from the students, without softening the command. The use of “please” adds a slight touch of politeness, but the utterance still remains a direct imperative.

The main purpose of using this strategy is to ensure clarity of instruction and effectiveness in learning. The tutor wants all students to hear the reading clearly, making the learning process more interactive and collective.

Overall, this extract illustrates how the tutor employs direct and unambiguous commands to maintain students' engagement and keep the lesson on track.

To make the analysis clearer, the utterances and corresponding bald on record in **Extract 2** are displayed in the table below.

Extract 2 – ClassA (T1, S3, S4)

speaker	utterance	Theme
T1	Open page 10, read the dialogue with your partner.	BOR

S3	(reads dialogue with S4)	BOR
S4	Louder, please. Everyone must hear.	BOR

Extract 7 – class B (T2, S6, S7)

Tutor (T2) : Write five sentences using the simple present tense, now.

Student(S7) :(writes)

Student (S6) : (asks quietly) Ustad, is “I goes to school” correct?

Tutor(T2) : No, it should be “I go to school.”

In Extract 7, the tutor exercised his authority by giving a direct instruction: “Write five sentences using the simple present tense, now.” This utterance is categorized as Bald on Record (BOR), which highlights the asymmetrical power relation between tutor and students. The tutor prioritized clarity and efficiency over softening strategies, indicating that his role as an instructor granted him the right to impose tasks directly.

When one student (S6) asked quietly, “Ustad, is ‘I goes to school’ correct?”, this reflected Negative Politeness (NEG) because the student was cautious in approaching the tutor, showing deference while seeking correction. The tutor’s immediate response, “No, it should be ‘I go to school’,” again illustrated Bald on Record, focusing on correction and clarity without mitigation.

This interaction demonstrates the tutor’s belief that directness ensures accuracy and maintains classroom order. At the same time, the student’s careful question revealed the face-threatening nature of error correction, where politeness served as a strategy to reduce potential embarrassment. Ultimately, the tutor’s BOR strategy was intended to support learning efficiency, while the student’s NEG strategy reflected sensitivity to classroom hierarchy.

To make the analysis clearer, the utterances and corresponding bald on record in **Extract 7** are displayed in the table below.

Extract 7 – ClassB (T2, S6, S7)

speaker	utterance	Theme
T2	Write five sentences using the simple present tense, now.	BOR
S6	(writes)	BOR
S6	(asks quietly) Ustad, is “I goes to school” correct?	NEG
T2	No, it should be “I go to school.”	BOR

Extract 10 – class C (T3, S8–S10)

Tutor(T3) : What about your opinion, S8? Why is English important?

Student (S8) :Because it’s international language.

Tutor(T3) : Yes. S9, what do you think?

Student (S9) : We can use it to communicate with foreigners.

In Extract 10, the tutor applied a bald on record strategy to directly invite students’ participation in the classroom discussion. By asking “What about your opinion, S8? Why is English important?”, the tutor emphasized clarity and straightforwardness, which reflects the authoritative position of the tutor. The students responded in the same manner, giving short and direct answers such as “Because it’s international language” and “We can use it to communicate with foreigners.”

This interaction demonstrates that the tutor’s direct questioning pushed the students to provide immediate and clear answers without much elaboration. While the strategy effectively kept the classroom focused and efficient, it also created a high degree of imposition on the students, as they were expected to respond quickly. Unlike positive or negative politeness, bald on record here highlighted the efficiency and task-oriented nature of the exchange rather than showing emotional support or mitigation.

To make the analysis clearer, the utterances and corresponding in **Extract 10** are displayed in the table below.

Extract 10 – ClassC (T3, S8–S10)

speaker	utterance	Theme
T3	What about your opinion, S8? Why is English important?	BOR
S8	Because it's international language.	BOR
T3	Yes. S9, what do you think?	BOR
S9	We can use it to communicate with foreigners.	BOR

d) Off-Record Strategy

Compared to the previous three politeness strategies aforementioned, the off record strategy was the least frequently used within the interaction. It was due to the fact that between the tutor and the students had known each other previously that they tended to be straightforward in the utterance. The employment of off record strategy was also found by being incomplete with the utterances, making the intended meaning hanging on the air. This urged the hearer to correlate with the appropriate context to still go in line with the interaction.

Extract 4 – ClassA (T1, S1)

Tutor(T1) : Hmm, it's almost 9 o'clock. Maybe we stop here and continue tomorrow.

Student (S1) : Okay, tad.

In extract 4, the tutor used off-record politeness when closing the session. Instead of directly commanding the class to stop, the tutor used a more indirect form by saying “Hmm, it's almost 9 o'clock. Maybe we stop here and continue tomorrow.” This utterance lessens the imposition on students and gives the impression that the decision to end the lesson is shared rather than imposed. Such a strategy protects the students' face needs, as it avoids sounding authoritarian.

The student responded with a simple “Okay, tad,” which shows acceptance and respect toward the tutor’s suggestion. This exchange illustrates how off-record politeness can be effective in maintaining harmony and reducing pressure in tutor-student interactions.

To make the analysis clearer, the utterances and corresponding off record strategy in Extract 4 are displayed in the table below:

Extract 4 – ClassA (T1, S1)

Speaker	Utterance	Theme
T1	Hmm, it’s almost 9 o’clock. Maybe we stop here and continue tomorrow.	OFF
S1	Okay, tad.	OFF

Extract 8 – class B (T2, S5)

Tutor(T2) : I think that’s enough for today. Tomorrow we will continue with exercises.

Student (S5) : Okay, Ustad.

In Extract 8, it can be seen that the tutor used the rhetorical question. This happened because he didn’t expect any answer from the students, which could be found from directly answering his question, without even waiting for the students to respond. Besides, the tutor was looking at his watch as he was asking about the time, indicating that he had already got the answer for his question. This was used because he wanted to give the students information about ending the meeting.

To make the analysis clearer, the utterances and corresponding off record strategy in Extract 8 are displayed in the table below.

Extract 8 – ClassB (T2, S5)

Speaker	Utterance	Theme
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T2	I think that's enough for today. Tomorrow we will continue with exercises.	OFF
S5	Okay, tad.	OFF

Extract 12 – class C (T3, S8–S10)

Tutor(T3) : Hmm, I think our time is almost over. What time is it now?

Student (S9) : It's 10:05, Ustad.

Tutor(T3) : Okay, then let's close by saying hamdalah together.
See you tomorrow.

Students (S8, S9, S10): Alhamdulillah. Thank you, Ustad.

In extract 12, the tutor began with an **off-record strategy** by indirectly stating that the class time was almost finished and asking for confirmation of the exact time. This created a polite and non-imposing way to indicate closure, allowing students to feel included in the decision rather than being abruptly stopped.

After confirming the time, the tutor shifted to **positive politeness** by inviting all students to close the session together with hamdalah. This inclusive act built a sense of unity and mutual respect, reinforcing group solidarity. The students' response, "Alhamdulillah. Thank you, tad," reflects both gratitude and shared religious expression, which strengthened the relational bond between tutor and learners.

This combination of **off-record politeness** (softening the closure) and positive politeness (creating inclusion and appreciation) demonstrates the tutor's ability to balance authority with care, ensuring the interaction ends harmoniously.

To make the analysis clearer, the utterances and corresponding off record strategy in Extract 12 are displayed in the table below

Extract 12 – class C (T3, S8–S10)

speaker	utterance	Theme
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T3	Hmm, I think our time is almost over. What time is it now?	off
S9	It's 09:35, tad.	off
T3	Okay, then let's close by saying hamdalah together. See you tomorrow.	pos
S8, S9, S10	Alhamdulillah. Thank you, tad.	pos

Table 4. Recapitulation of Politeness Strategies in Extracts 1–12

Politeness strategy	Frequency	Example Extracts
Positive Politeness (POS)	12	Extract 1, Extract 3, Extract 5, Extract 9, Extract 12
Negative Politeness (NEG)	4	Extract 6, Extract 7, Extract 11
Bald on Record (BOR)	6	Extract 2, Extract 7, Extract 10
Off-Record (OFF)	3	Extract 4, Extract 8, Extract 12
Total	25	-

Table 4 shows that the most frequently used strategy was Positive Politeness (12 instances), which indicates that teachers often tried to create a supportive and friendly classroom atmosphere by showing appreciation, encouragement, and involvement in students' responses. Meanwhile, Bald on Record (6 instances) appeared when teachers needed to give clear and direct instructions. Negative Politeness (4 instances) was used to respect students' autonomy, especially when asking for opinions or clarifications. Finally, Off-Record strategies (3 instances) were used in situations where teachers wanted to reduce imposition, such as closing the class. These

findings suggest that teachers combined various strategies, but mostly relied on positive politeness to maintain harmonious interaction and motivate students.

Classroom conversations summary

CLASS A (T1 with S1–S4)

Extract	Tutor (T1)	Student(s)
1.	Assalamualaikum, how are you today? Very good, let's start by saying basmallah together.	S1: Waalaikumsalam, I'm fine, Ustad. S2: I'm good, thank yo –
2.	Open page 10, read the dialogue with your partner. Louder, please. Everyone must hear.	S3 & S4: (read dialogue together) –
3.	Excellent, S3 and S4! You read very well.	S3: Thank you, Ustad. S4: That makes me happy.
4.	Hmm, it's almost 9 o'clock. Maybe we stop here and continue tomorrow.	S1: Okay, Ustad.

CLASS B (T2 with S5–S7)

Extract	Tutor (T2)	Student(s)
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1.	Good morning, class. Did you enjoy your breakfast today? (smiles) Okay, let's use that hunger as energy to study.	S5: Yes, Ustad, I had nasi goreng. S6: I only had tea. S7: I'm still hungry. (laughs) –
2.	Could you share, S5, what do you think learning through songs? Very nice. S6, do you agree?	S5: It's fun, Ustad. I can memorize vocabulary faster. S6 : Yes, Ustad, but sometimes I get distracted.
3.	Write five sentences using the simple present tense, now. No, it should be "I go to school."	S7: (writes) S6: (asks quietly) Ustad, is "I goes to school" correct?
4.	I think that's enough for today. Tomorrow we will continue with exercises.	S5: Okay, Ustad.

CLASS C (T3 with S8–S10)

Extract	Tutor (T2)	Student(s)
1.	Assalamualaikum, everyone. How's your day?	S8 : Waalaikumsalam, I'm fine. S9 : A little tired.

	Good to hear. Let's study together with full spirit.	S10: Good, Alhamdulillah. —
3.	What about your opinion, S8? Why is English important? Yes. S9, what do you think?	S8: Because it's international language. S9: We can use it to communicate with foreigners.
4.	Could you try to make a sentence with the word "responsibility", S10? Good try, but it should be "I have a responsibility." Don't forget the article.	S10 : I have responsibility to finish my homework. S8 : (whispers to S10) I also forget that sometimes.
5	Hmm, I think our time is almost over. What time is it now? Okay, then let's close by saying hamdalah together. See you tomorrow.	S9 : It's 10:05, Ustad. S8,S9,S10 : Alhamdulillah. Thank you, Ustad.

2. Politeness strategies during the classroom interaction

In classroom interaction, in addition to the use of politeness strategies such as positive politeness, negative politeness, and off-record, the researcher also found several forms of impoliteness that appeared in the

communication between tutors and students. These forms of impoliteness include rudeness, intimidation, and time disrespect.

a) Rudeness

In classroom interaction, the researcher found instances of rudeness, reflected in utterances by both tutors and students that tended to be harsh or inconsiderate toward the interlocutor. For example, in (Extract R1), the tutor said “Why are you always wrong? Pay closer attention!”. This expression is direct and scolding in tone, which may lower students’ confidence. Similarly, in (Extract R2), a student responded with “This is boring, the material is too difficult”, which shows impoliteness toward the tutor and disrupts the classroom atmosphere.

b) Intimidation

Another form observed was intimidation, a type of impoliteness strategy carried out by applying pressure or threats. For instance, in (Extract T1), the tutor said “If you cannot answer, I will reduce your grade”. This utterance creates fear among students, making them reluctant to respond and preferring to remain silent. Such intimidation can generate an uncomfortable classroom atmosphere for learners.

c) Time disrespect

the researcher also noted time disrespect, which refers to a lack of punctuality from both tutors and students. For example, in (Extract T1), a student arrived late and said “Sorry, tad, I woke up late”. This disrupted the learning process because the tutor had to stop and reprimand the student. Meanwhile, in (Extract T2), the tutor arrived late to class (07:00 pm instead of the scheduled 09:30), which caused students to wait and fill the time by chatting. This lack of punctuality demonstrates that both tutors and students sometimes failed to maintain the effectiveness of the learning process.

Transcript and Analysis of Impoliteness

Extract	Speaker	Utterance	Type of Impoliteness	Impact / Effect
R1	Tutor	Why do you always get it wrong? Pay closer attention!	Rudeness	Lowers students' self-confidence, making them silent and embarrassed.
R2	Student	I'm bored, this material is too difficult.	Rudeness	Reduces classroom motivation, tutor has to calm the situation
T1	Tutor	If you can't answer, get out from my class.	Intimidation	Makes students afraid, look down, and reluctant to respond.
T1	Student	Sorry, tad, I woke up late. (came late)	Time Disrespect	Disrupts the flow of learning, tutor reprimands.
T2	Tutor	(Tutor entered the class at	Time Disrespect	Delays the lesson, students wait

		07.00 pm although the schedule was 09.30 pm)		and chat among themselves.
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From the analysis, it can be concluded that rudeness, intimidation, and time disrespect are three significant forms of impoliteness that occur during classroom interactions. Rudeness, shown through harsh or inconsiderate expressions, undermines students' confidence and classroom harmony. Intimidation, often in the form of threats or pressure, creates fear and discourages active participation from learners. Time disrespect, resulting from lateness by either tutors or students, disrupts the flow of lessons and reduces learning effectiveness. These findings highlight that while politeness strategies are crucial in maintaining positive interaction, impoliteness—whether intentional or unintentional—can negatively impact the learning atmosphere and students' motivation.

3. Male and Female Perception and Response to Tutors' Politeness Strategies

In the context of classroom interaction, male and female students demonstrate distinct perceptions and responses toward tutors' politeness strategies. Male students tend to view politeness as less important compared to the **clarity and efficiency** of instruction. They prefer tutors to be direct, even if it sounds blunt, because straightforward feedback reduces ambiguity and helps them focus on correcting mistakes. Their responses are usually minimal, such as short acknowledgments, and they are less emotionally expressive in receiving praise or softening strategies.

On the other hand, female students place stronger emphasis on **emotional comfort, appreciation, and relational support** in their perception of tutors' politeness. They respond positively when tutors use gentle, indirect language and provide encouragement, as these strategies help them feel respected, reduce embarrassment, and motivate them to participate actively. Praise and soft criticism not only boost their confidence but also maintain a supportive learning atmosphere.

Overall, male students prioritize **directness and effectiveness**, while female students value **politeness that protects self-image and strengthens interpersonal relations**. This indicates that tutors need to balance clarity with emotional support to ensure their communication is effective for both groups.

1. Perception of Politeness Strategies

- Male students

Male students generally perceive tutors' politeness in terms of clarity and efficiency. They tend to value bald-on-record strategies (direct instructions) because these make learning tasks explicit. For them, politeness is less about relational warmth and more about whether instructions help them complete tasks quickly and accurately. Some even feel that indirect language (negative politeness) is unnecessary or confusing.

Example: One male student explained, "If the tutor directly says 'Do this exercise now,' it's better for me. Too many polite words sometimes make me think too much."

- Female students

Female students interpret politeness primarily through emotional and relational dimensions. They strongly value positive politeness strategies, such as encouragement, praise, or humor, because these make them feel accepted and reduce anxiety when speaking English. They are also

more responsive to negative politeness strategies, viewing them as respect for their self-image.

Example: A female student noted, “When the tutor says, ‘Good job, but you can improve this part,’ I feel more confident to try again.”

2. Response to Politeness Strategies

- Male students

Their responses are usually practical and action-oriented. When given direct instructions, they tend to comply immediately but with minimal verbal or emotional reaction. Praise or humor may be acknowledged but not deeply engaged with. In some cases, overly soft criticism may even reduce their motivation, as they prefer tutors to point out errors directly.

Observed response: Short acknowledgments such as “Yes, tad” or immediate task completion, but rarely extended discussion.

- Female students

Female students respond more expressively and interactively. They often show appreciation verbally (“Thank you, Ustad”) or non-verbally (smiling, nodding). They engage more actively in class discussions when tutors use supportive politeness strategies. However, when criticism is too direct or harsh, they tend to feel anxious and withdraw from participation.

Observed response: Smiles, follow-up questions, and more willingness to participate in dialogues when treated with warmth.

Comparative Summary

Aspect	Male students	Female students
Main focus in politeness	Clarity, efficiency, directness	Emotional comfort, relational support

Preferred strategies	Bald on record, clear instructions	Positive & negative politeness (praise, soft criticism)
Response style	Action-oriented, minimal verbal feedback	Expressive, verbal and non-verbal feedback
Reaction to harsh directness	Often acceptable, seen as discipline	Often uncomfortable, may lower participation
Reaction to indirectness	Sometimes confusing, less preferred	Appreciated as respect and care

findings suggest that tutors need to balance their politeness strategies to accommodate gendered preferences. While male students benefit from clarity and straightforwardness, female students thrive in environments where emotional support and relational politeness are emphasized. An effective tutor should therefore combine direct clarity with positive encouragement, ensuring both male and female students remain engaged in English learning.

Interview transcript table

Respondent	Question (theme)	Quoted response	Interpretation (perception & response)
M1 (Male)	Protection of feelings (positive face)	I prefer he just says, 'That's wrong, this is the correct	Prefers clarity over protection of feelings; gives

		answer.' It's clearer.	minimal responses.
M2 (Male)	Appreciation (positive politeness)	He says 'Good job, brothers.' But honestly, I don't need too much praise. What I need is clear instructions.	Appreciates praise but does not consider it essential; focuses more on direct instructions.
F1 (Female)	Protection of feelings (positive face)	When I make a mistake, ustad says, 'It's okay, you are improving.' That makes me feel not embarrassed.	Feels comfortable and motivated when the tutor protects her feelings.
F1 (Female)	Appreciation (positive politeness)	She said, 'Excellent, that's very good.' I felt more confident to speak again.	Praise increases confidence and encourages participation.

F2 (Female)	Indirect language (negative politeness)	She says, ‘Could you try this again?’ It	Indirect language is considered polite
F2 (Female)	Gentle criticism	If she says, ‘You can improve this part,’ I feel more comfortable.	Gentle criticism motivates her, while direct/harsh criticism reduces comfort.
M3 (Male)	Cultural differences	Friends from Java usually speak more politely... friends from Sumatra just ask directly, ‘What do you mean?’	Observes cultural variation in politeness; more tolerant of directness
F3 (Female)	Misunderstanding	My classmate said to the tutor, ‘You are wrong, Ustad.’ He meant it as a joke, but the tutor looked offended.	Aware of miscommunication due to lack of understanding of politeness norms.

Based on the interview transcript table, there is a clear difference in perception between male and female students regarding tutors' politeness strategies. Male students tend to emphasize **clarity** and **efficiency** in communication. They perceive direct and straightforward instructions as more useful than softened expressions, since such communication makes the learning process more efficient and avoids confusion. In contrast, female students prioritize **comfort**, **appreciation**, and **relational support** in their interactions with tutors. They feel more motivated and confident when the tutor uses polite language, provides encouragement, or delivers criticism in a gentle manner. Thus, it can be concluded that male students are more focused on instructional effectiveness, while female students place greater value on the emotional and relational dimensions of the learning interaction.

B. DISCUSSIONS

The findings of this research revealed that tutors and students used four types of politeness strategies during classroom interaction: positive politeness, bald on record, negative politeness, and off-record. Among these, positive politeness was the most frequently used, while off-record was the least. These results are consistent with Brown and Levinson's (1987) politeness theory, which states that speakers adopt certain strategies to maintain face and to minimize the threat of face-threatening acts (FTAs).

The frequent use of positive politeness strategies demonstrates that tutors aimed to create a supportive classroom atmosphere and encourage active participation. Brown and Levinson (1987) define positive politeness as strategies that satisfy the hearer's positive face, namely the desire to be appreciated, liked, and included. In this study, greetings, compliments, humor, and motivational expressions were often used by tutors to reduce social distance. This finding aligns with Holmes (1995), who emphasizes that positive politeness helps to build solidarity and strengthen group

membership. Moreover, Yule (1996) explains that such strategies contribute to creating cooperation in communication. The responses of students, who often replied politely to greetings and showed appreciation, confirm that positive politeness was effective in promoting harmonious interaction.

The analysis also shows that bald on record strategies were used frequently, particularly when tutors needed to give direct instructions, corrections, or urgent feedback. According to Brown and Levinson (1987), bald on record is used when clarity and efficiency are prioritized over politeness mitigation, especially in situations where the speaker has authority over the hearer. In classroom settings, this strategy reflects the institutional power of tutors, who are expected to control the flow of the lesson. Blum-Kulka (1987) also notes that directness is sometimes pedagogically necessary to ensure comprehension. The present findings support this view: male students generally accepted bald on record strategies as a sign of clarity, while some female students perceived them as overly direct, preferring more mitigated forms. This suggests that bald on record can be effective but requires careful balance with other strategies to avoid threatening students' face.

Negative politeness strategies, though less frequent, played an important role in maintaining respect and minimizing imposition. Brown and Levinson (1987) describe negative politeness as strategies that acknowledge the hearer's desire not to be imposed upon. In the data, tutors used indirect requests such as "Could you...?" or "Do you agree?" when inviting students' opinions. This supports Lakoff's (1973) politeness principle, which emphasizes "don't impose" as a fundamental rule of polite communication. In classroom contexts, such strategies helped to maintain students' autonomy and reduce the pressure of responding. The data also show that female students valued negative politeness more highly, perceiving it as respectful and considerate. This finding echoes Tannen's

(1990) claim that women generally prefer communication styles that prioritize sensitivity and relational support.

Off-record strategies were the least frequently observed in this study. Brown and Levinson (1987) define off-record as indirect utterances that rely on the hearer's interpretation, such as hints or incomplete statements. In the data, tutors used off-record strategies mainly when closing classroom sessions, for instance by referring indirectly to the passage of time rather than giving a direct command. Although limited in number, these strategies served an important function in reducing imposition and softening the authoritative role of the tutor. This finding resonates with Leech's (1983) politeness principle, particularly the tact maxim, which emphasizes minimizing the cost to others.

In addition to politeness, the data revealed instances of impoliteness such as rudeness, intimidation, and time disrespect. Culpeper (1996) argues that impoliteness occurs when face-threatening acts are performed with the intention to damage or when politeness is neglected. In this study, impoliteness disrupted classroom harmony, lowered students' confidence, and sometimes created fear. These findings highlight that while politeness strategies foster cooperation, impoliteness can undermine motivation and learning outcomes.

Another important finding concerns gender differences in students' perception of politeness strategies. Male students tended to value clarity and efficiency, showing greater acceptance of bald on record strategies. In contrast, female students emphasized emotional support, appreciation, and gentle criticism, preferring positive and negative politeness strategies. This aligns with Tannen's (1990) "genderlect" theory, which argues that men's communication style is often more task-oriented and direct, while women's communication style is more relational and supportive. Similarly, Holmes (1995) highlights that women's use of language often emphasizes solidarity

and affective meaning. These theoretical perspectives help to explain why female students in this study responded more positively to strategies that minimized face threat and emphasized care.

Overall, these findings show that politeness strategies play a vital role in shaping the classroom interaction. Tutors relied heavily on positive politeness to build rapport, while also using bald on record strategies to ensure instructional clarity. Negative and off-record strategies, although less frequent, contributed to reducing imposition and maintaining students' comfort. The presence of impoliteness, however, demonstrated the challenges of balancing authority with respect. Gender-based differences further suggest that tutors need to be flexible and adaptive in their communication styles. By combining clarity with sensitivity, tutors can foster an inclusive and motivating learning environment.



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CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Based on the findings and discussion, it can be concluded that both tutors and students used various politeness strategies during classroom interactions. The strategies identified include **positive politeness, negative politeness, bald on record, and off-record strategies**. Among these, the most dominant was **positive politeness**, as tutors frequently used praise, motivation, humor, and expressions of solidarity to establish closeness with students. Tutors also often used **bald on record strategies** to provide clear and direct instructions, while **negative politeness** and **off-record strategies** appeared less frequently, usually to show respect or avoid sounding too imposing. These findings indicate that politeness strategies are not only linguistic choices but also pedagogical tools that help create a supportive classroom environment, enhance student motivation, and encourage active participation.

In addition, the research revealed that instances of **impoliteness** also occurred in classroom interaction, both from tutors and students. Forms of impoliteness included **rude expressions, intimidating behavior, and time disrespect**, which negatively influenced the learning atmosphere. Such behaviors tended to reduce motivation, create fear, and disturb classroom harmony. Furthermore, differences in perception were found between male and female students. Male students tended to prefer direct instructions, as they considered them clear and efficient, while female students appreciated **positive and negative politeness strategies**, which provided emotional comfort, support, and reduced social distance. This suggests that tutors need to balance clarity in giving instructions with emotional sensitivity in order to ensure effective communication for all students. Overall, the findings

confirm that politeness strategies play a crucial role in maintaining harmonious classroom interaction. **Positive politeness** is key in building good relationships and emotional closeness, while **bald on record** is necessary to ensure instructional clarity. Meanwhile, the use of **negative and off-record politeness** provides students with a sense of respect and emotional security. On the other hand, impoliteness strategies can undermine students' confidence, motivation, and discipline.

B. SUGGESTIONS

In light of these conclusions, several suggestions can be made. First, for tutors, it is recommended to use **positive politeness strategies** more frequently, such as praise, humor, and motivational utterances, in order to create a more enjoyable learning atmosphere. Tutors should also employ **bald on record** strategies when giving instructions, but these should ideally be softened with polite or appreciative expressions. In addition, tutors are encouraged to avoid impoliteness, such as harsh words, intimidating attitudes, or time disrespect, as these can negatively affect students' enthusiasm and respect.

Second, for students, it is important to be more aware of the role of politeness in classroom communication. Students should make an effort to maintain polite behavior when interacting with tutors and peers to foster a more conducive classroom environment. They should also avoid impolite behaviors such as complaining rudely or arriving late, as these disrupt the learning process. By practicing politeness, students can contribute to building a positive and harmonious learning climate.

Third, for future researchers, this research is limited in scope as it only involved one institution with a limited number of participants. Further studies are recommended to expand the scope, for instance by comparing different institutions or cultural contexts. Moreover, future research may also examine **non-verbal politeness strategies**, such as gestures, facial

expressions, or eye contact, which were not covered in this research . A longitudinal study could also be conducted to investigate how politeness strategies develop and change over time.



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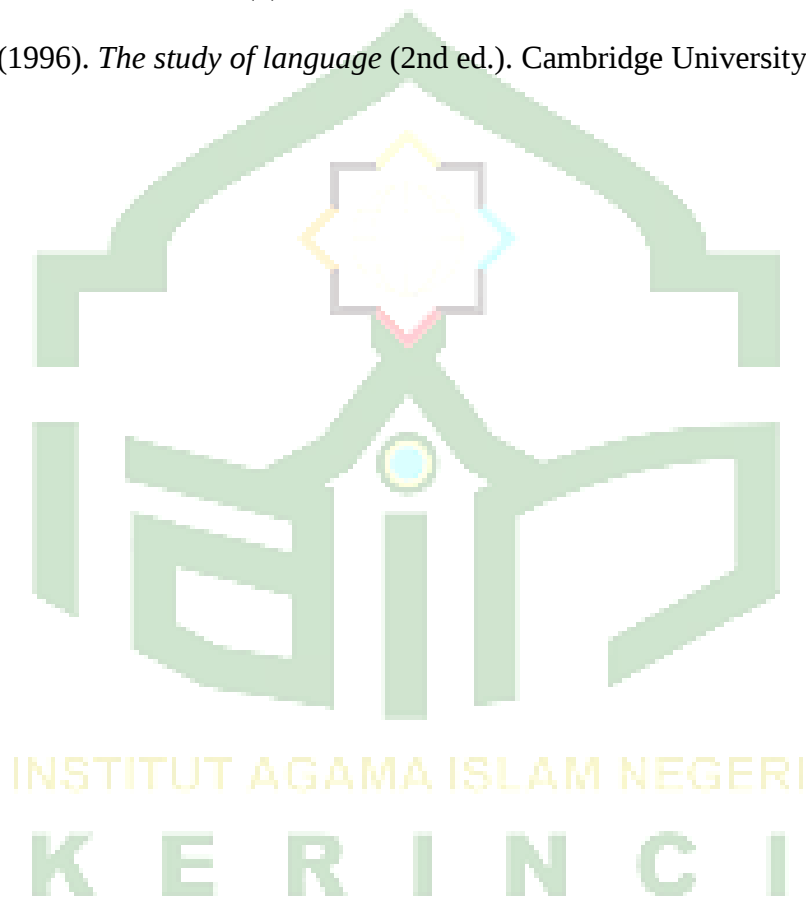
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Appendix 1

Assalamu'alaikum Wr. Wb

To:

Dear Sir/Madam,

At your place,

Respectfully, along with this research questionnaire :

Name : Mulhab

NIM : 2110203034

Department : English Education

Faculty : Tarbiyah and Teacher Training

Respectfully, through this research instrument (observation, interview, and recording), I kindly request your willingness to participate in this study related to the preparation of my thesis entitled: **“An Analysis of Politeness Strategies Among Tutors and Students in English Program at Ma’had Al-Jami’ah IAIN Kerinci Academic Year 2024/2025.”** This research is solely for the purpose of my thesis. Therefore, you are expected to respond or behave honestly according to the actual situation during observations, interviews, and recordings. Your identity will be kept confidential and will not be mentioned in the research report.

I would like to express my sincere gratitude for your willingness to participate in this research and to support the completion of my thesis.

Sincerely,

Mulhab

NIM 2110203034

Appendix 2

Instructions for Using the Research Instruments

1. Observation: The researcher will systematically record all behaviors and interactions that are relevant to politeness strategies during the session.
2. Interview: The researcher will conduct interviews following the established guidelines and will accurately document the responses provided by the informants.
3. Recording: The researcher will ensure that all recordings are clear, securely stored, and used exclusively for research purposes.
4. Confidentiality: The identities of all informants will be strictly protected and will not be disclosed in the research report.

Observation checklist

No	Observed Aspects	Indicators	Observed (✓)	Not Observed (X)
1	Verbal	Use of polite greetings	☐	☐
2		Polite expressions of requests/invitations	☐	☐
3		Strategies to avoid conflict (e.g., use of indirect sentences)	☐	☐
4		Use of appreciative sentences (praise or motivation)	☐	☐

5	Non-verbal	Smile when speaking	☐	☐
6		Soft and non-rising voice intonation	☐	☐
7		Eye contact when conveying information	☐	☐
8		Body gestures that indicate openness (e.g., not crossing arms)	☐	☐
9	Miscommunication	Student responses appear confused/don't understand	☐	☐
10		There are gaps in communication or responses that don't connect	☐	☐

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A. Respondent Identity

Name (initials only): _____

Gender: _____

Status: Tutor / Student

Duration of participation or tutoring: _____

Section A: Tutor to Student Situations (FTAs by Tutor)

1. Giving Orders / Instructions (Directive – FTA)

Situation:

A tutor notices that a student has not submitted their assignment for the second time. The tutor wants to instruct the student to be more disciplined.

What would the tutor say?

2. Correcting Mistakes (FTA – threatens positive face)

Situation:

During a speaking activity, a student makes a grammar mistake in front of the class. The tutor wants to correct the student while keeping their dignity.

What would the tutor say?

3. Criticism (FTA – threatens positive face)

Situation:

A student often comes late to class and disturbs others. The tutor decides to address this behavior in class.

What would the tutor say?

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Section B: Student to Tutor Situations (FTAs by Student)

4. Making a Request (FTA – threatens negative face)

Situation:

You want to ask your tutor to postpone the deadline for your assignment because you are sick.

What would you say?

5. Disagreeing (FTA – threatens tutor's positive face)

Situation:

During a discussion, your tutor gives an interpretation that you do not agree with. You want to express your disagreement politely.

What would you say?

6. Giving Feedback to a Tutor (FTA – upward speech)

Situation:

The tutor spoke too fast in class, and many students had difficulty following the material. You want to tell the tutor, politely.

What would you say?

B. Main Interview Questions

For Students:

1. In your interaction with the tutor, do you feel that the tutor tries to protect your feelings or self-image (positive face)? Can you give an example?
2. Do you feel that your tutor tries to make you feel accepted or appreciated during tutoring sessions (positive politeness)? Can you give an example?
3. Have you noticed your tutor using indirect language, such as "Would you mind if..." or "I know you're busy, but..."? How do you respond to that kind of language?
4. Do you notice differences in how politeness is shown between students from different cultural or regional backgrounds?
5. What words or phrases do you usually use to sound more polite when asking for help?
6. Do you feel more comfortable when your tutor gives criticism in a gentle way? Can you give an example?
7. Have you ever felt, or seen a classmate, unaware of politeness norms in communication, leading to misunderstanding?

For Tutors:

1. How do you ensure that students feel appreciated and accepted in communication (positive face)?
2. How do you build a sense of closeness and comfort with your students using language or gestures?
3. How do you respond when students use polite strategies toward you, such as apologizing before speaking or giving compliments?
4. How do you use polite strategies to manage or resolve conflicts with students?
5. How do you use non-verbal cues (e.g., facial expression, gesture, tone) to reinforce polite communication?
6. How do you apply politeness strategies when giving feedback or criticism to students?
7. How do you adjust your communication style when interacting with students from different cultural backgrounds?

C. Closing

- Is there anything else you would like to share about your communication experiences during tutoring sessions?

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Appendix 3 Transcript Data

Interview transcript

Section A: Tutor to Student Situations (FTAs by Tutor)

1. Giving Orders / Instructions

Situation: Student hasn't submitted assignment twice.

- Tutor 1: “Please make sure to submit your assignment on time. Discipline is very important.”
- Tutor 2: “You must submit your work today. Don’t delay again.”
- Tutor 3: “I remind you to be more responsible. Next time, please submit before the deadline.”

2. Correcting Mistakes

Situation: Student makes a grammar mistake in speaking activity.

- Tutor 1: “Good try, but remember, we say *went*, not *go*. Can you repeat it again?”
- Tutor 2: “Almost correct, but you should say ‘She has gone,’ not ‘She is go.’ Try again.”
- Tutor 3: “That’s a nice attempt. Just a small correction: use past tense, ‘I ate,’ not ‘I eat.’”

3. Criticism

Situation: Student often comes late to class.

- Tutor 1: “You need to come on time. Coming late disturbs your friends.”
- Tutor 2: “I appreciate your effort to attend, but please try not to be late again.”
- Tutor 3: “Being punctual is important. If you are late, you miss the lesson and distract others.”

Section B: Student to Tutor Situations (FTAs by Student)

4. Making a Request

Situation: Asking tutor to postpone deadline because sick.

- Student 1: “Excuse me, Ustad. Could I have more time to submit the assignment? I was sick.”
- Student 2: “Sir, may I ask for an extension of the deadline? I couldn’t finish it because I was unwell.”
- Student 3: “Ustad, if possible, could you please postpone the deadline? I’ve been sick.”
- Student 4: “Sorry, Sir. May I submit it later? I was not feeling well these days.”
- Student 5: “Can I kindly request more time, Ustad? I was sick and couldn’t do it.”
- Student 6: “Excuse me, Ustad. May I hand in my assignment late? I was ill.”
- Student 7: “Sir, could I ask for a little extension? I have been sick.”
- Student 8: “Ustad, I apologize. May I submit the task tomorrow because I was unwell?”
- Student 9: “Sir, may I get extra time? I couldn’t finish because I was sick.”
- Student 10: “Sorry, Ustad. Could I hand it in later? I was unwell.”

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5. Disagreeing

Situation: Student disagrees with tutor’s interpretation.

- Student 1: “Excuse me, Ustad. I think I have a different opinion about that.”
- Student 2: “Sir, may I share another perspective? I see it differently.”
- Student 3: “Sorry, Ustad. I don’t fully agree. I think it could also mean...”
- Student 4: “Excuse me, Sir. In my view, the meaning is a little different.”

- Student 5: “Ustad, with respect, I have another interpretation.”
- Student 6: “Sir, I think there’s another way to understand this.”
- Student 7: “Sorry, Ustad. I see it in another way.”
- Student 8: “Excuse me, Sir. Could it also be interpreted differently?”
- Student 9: “Sir, may I suggest a different idea? I don’t quite agree.”
- Student 10: “Sorry, Ustad. I think my understanding is a bit different.”

6. Giving Feedback to a Tutor

Situation: Tutor spoke too fast in class.

- Student 1: “Excuse me, Ustad. Could you please speak a little slower? It’s hard to follow.”
- Student 2: “Sir, if possible, could you slow down a bit? Some of us can’t catch up.”
- Student 3: “Sorry, Ustad. You were a bit fast, could you explain more slowly?”
- Student 4: “Excuse me, Sir. Could you kindly speak slower? It helps us understand better.”
- Student 5: “Ustad, I think you spoke too quickly. Could you repeat more slowly?”
- Student 6: “Sir, would you mind speaking slower? I want to follow clearly.”
- Student 7: “Sorry, Ustad. Could you slow down? I couldn’t catch everything.”
- Student 8: “Excuse me, Sir. Some of us feel it was too fast. Could you slow down?”
- Student 9: “Ustad, could you please explain more slowly? It will help us.”

- Student 10: “Sorry, Sir. You spoke a bit fast. May I ask you to slow down?”

Interview transcript table

Respondent	Question (theme)	Quoted response	Interpretation (perception & response)
M1 (Male)	Protection of feelings (positive face)	I prefer he just says, ‘That’s wrong, this is the correct answer.’ It’s clearer.	Prefers clarity over protection of feelings; gives minimal responses.
M2 (Male)	Appreciation (positive politeness)	He says ‘Good job, brothers.’ But honestly, I don’t need too much praise. What I need is clear instructions.	Appreciates praise but does not consider it essential; focuses more on direct instructions.
F1 (Female)	Protection of feelings (positive face)	When I make a mistake, ustad says, ‘It’s okay, you are improving.’ That makes	Feels comfortable and motivated when the tutor protects her feelings.

		me feel not embarrassed.	
F1 (Female)	Appreciation (positive politeness)	She said, 'Excellent, that's very good.' I felt more confident to speak again.	Praise increases confidence and encourages participation.
F2 (Female)	Indirect language (negative politeness)	She says, 'Could you try this again?' It	Indirect language is considered polite
F2 (Female)	Gentle criticism	If she says, 'You can improve this part,' I feel more comfortable.	Gentle criticism motivates her, while direct/harsh criticism reduces comfort.
M3 (Male)	Cultural differences	Friends from Java usually speak more politely... friends from Sumatra just ask directly, 'What do you mean?'	Observes cultural variation in politeness; more tolerant of directness

F3 (Female)	Misunderstanding	My classmate said to the tutor, 'You are wrong, Ustad.' He meant it as a joke, but the tutor looked offended.	Aware of miscommunication due to lack of understanding of politeness norms.
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Appendix 4 Transcript and Thematic Analysis from recording

NO	Tutor Utterance	Strategy (Thematic Analysis)	Theme / Explanation
1	Assalamualaikum, how are you today? Very good, let's start by saying basmallah together.	Positive Politeness (PP)	Establishing rapport and solidarity; creating a friendly and welcoming classroom atmosphere.
2	Open page 10, read the dialogue with your partner. Louder, please. Everyone must hear.	Bald on Record (BOR)	Direct instruction to ensure clarity and task completion; emphasizes academic responsibility.

3	Excellent, S3 and S4! You read very well.	Positive Politeness (PP)	Encouragement and praise to motivate students and reinforce positive learning behavior.
4	Hmm, it's almost 9 o'clock. Maybe we stop here and continue tomorrow.	Off Record (OR)	Indirect suggestion to close the session politely without imposing; maintains student's comfort
5	Good morning, class. Did you enjoy your breakfast today? (smiles) Okay, let's use that hunger as energy to study.	Positive Politeness (PP)	Greeting and motivation; shows concern for student well-being while connecting it to learning.
6	Could you share, S5, what do you think learning through songs? Very nice. S6, do you agree?	Positive Politeness (PP)	Giving floor and valuing opinions; promotes student participation and inclusivity.
7	Write five sentences using the simple present tense, now. No, it should be "I go to school."	Positive Politeness (PP) / Bald on Record (BOR)	Correction with encouragement and direct instruction;

			balances clarity and face-saving.
8	I think that's enough for today. Tomorrow we will continue with exercises.	Off Record (OR)	Polite closure of the session; provides guidance without pressure.
9	Assalamualaikum, everyone. How's your day? Good to hear. Let's study together with full spirit.	Positive Politeness (PP)	Friendly greeting and encouragement; promotes motivation and classroom harmony.
10	What about your opinion, S8? Why is English important? Yes. S9, what do you think?	Positive Politeness (PP)	Encouraging student opinion and interaction; values contributions of each student.
11	Could you try to make a sentence with the word "responsibility", S10? Good try, but it should be "I have a responsibility." Don't forget the article.	Positive Politeness (PP)	Correction with encouragement; balances guidance with maintaining student confidence.

12	Hmm, I think our time is almost over. What time is it now? Okay, then let's close by saying hamdalah together. See you tomorrow.	Off Record (OR)	Indirect hint and polite closure; strengthens solidarity and routine respect.
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Table 2: Student Responses, Strategies, and Themes

NO	Student Utterance	Strategy(Thematic Analysis	Theme / Explanation
1	S1: Waalaikumsalam, I'm fine, Ustad. S2: I'm good, thank you	Positive Politeness (PP)	Responding politely; shows respect and maintains social harmony.
2	S3 & S4: (read dialogue together)	Bald on Record (BOR)	Following instruction directly; demonstrates task compliance and attentiveness.
3	S3: Thank you, Ustad. S4: That makes me happy.	Positive Politeness (PP)	Responding to praise; reinforces tutor–student rapport and motivation.

4	S1: Okay, Ustad.	Off Record (OR)	Agreeing politely with indirect suggestion; maintains face and harmony
5	S5: Yes, Ustad, I had nasi goreng. S6: I only had tea. S7: I'm still hungry. (laughs)	Positive Politeness (PP)	Sharing personal experience; builds social connection and informal solidarity.
6	S5: It's fun, Ustad. I can memorize vocabulary faster. S6: Yes Ustad, but sometimes I get distracted.	Positive Politeness (PP)	Expressing opinion; participates actively and shows engagement..
7	S7: (writes) S6: (asks quietly) Ustad, is "I goes to school" correct?	Positive Politeness (PP) / Bald on Record (BOR)	Asking for clarification; demonstrates learning effort while showing respect.
8	S5: Okay, Ustad. Acknowledges closure politely; maintains harmony and compliance.	Off Record (OR)	Acknowledges closure politely; maintains harmony and compliance.

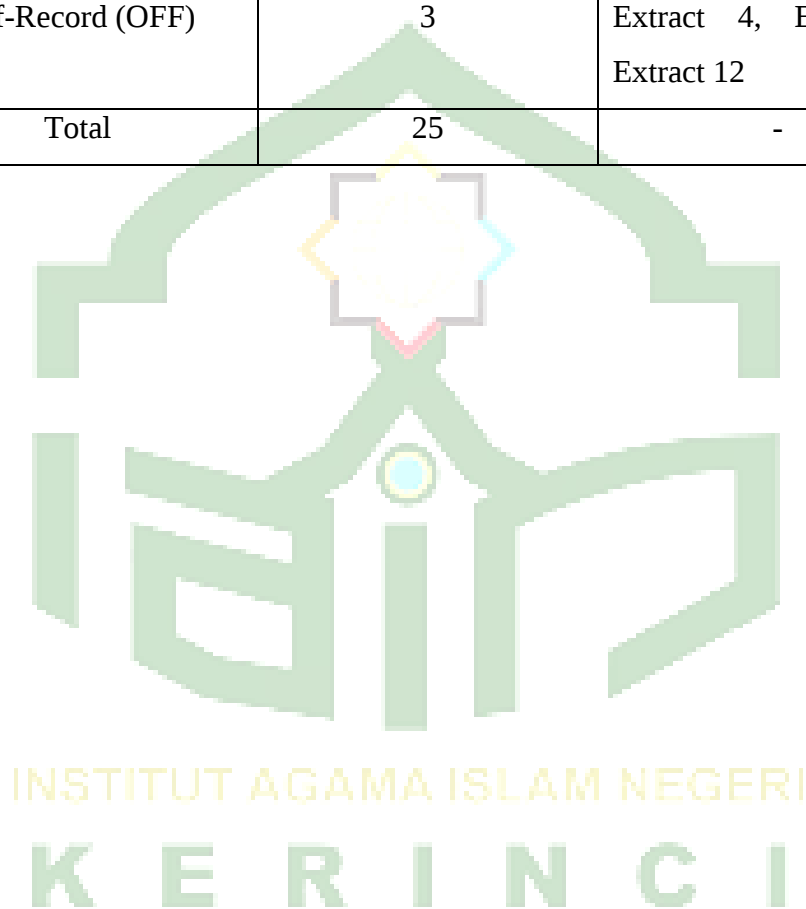
9	S8: Waalaikumsalam, I'm fine. S9: A little tired. S10: Good, Alhamdulillah.	Positive Politeness (PP)	Responding to greeting; maintains social rapport and positive interaction.
10	S8: Because it's international language. S9: We can use it to communicate with foreigners.	Positive Politeness (PP)	Sharing opinions; demonstrates engagement and values learning content.
11	S10: I have responsibility to finish my homework. S8: (whispers to S10) I also forget that sometimes.	Positive Politeness (PP)	Responding to correction; shows acknowledgment and peer solidarity.
12	S9: It's 10:05, Ustad. S8, S9, S10: Alhamdulillah. Thank you, Ustad.	Off Record (OR)	Polite closure and gratitude; maintains social harmony and group solidarity.

Appendix 5

Table 4. Recapitulation of Politeness Strategies in Extracts 1–12

Politeness strategy	Frequency	Example Extracts
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Positive Politeness (POS)	12	Extract 1, Extract 3, Extract 5, Extract 9, Extract 12
Negative Politeness (NEG)	4	Extract 6, Extract 7, Extract 11
Bald on Record (BOR)	6	Extract 2, Extract 7, Extract 10
Off-Record (OFF)	3	Extract 4, Extract 8, Extract 12
Total	25	-



CURRICULUM VITAE



Full Name : Mulhabbi
 Student ID Number : 2110203034
 Place/Date of Birth : Koto Tuo, Mei 1, 2003
 Gender : Male
 Religion : Islam
 Address : Koto Dian

Parents' Names
 Father : Agusnadi
 Mother : Kasmawati

Parents' Occupations
 Father : farmer
 Mother : Housewife

Educational Background:

No	Name of School	Location	Year of Graduation
1	Public Elementary School No. 24	Koto Tuo	2015
2	Public Junior High School (SMPN) 2 Kerinci	Pulau tengah	2019
3	Public Senior High School (SMAN) 3 Kerinci	Limok manaih	2021
4	State Institute for Islamic Studies (IAIN) Kerinci	Sungai Liuk	2024



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