

The Positive Politeness Strategies Used in “English for Nusantara” Textbook

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Abstract

The integration of pragmatic competence and politeness is an essential focus in the development of English learning materials like textbooks. Using appropriate textbooks can help students develop communicative competence as the primary goal of English language teaching as a foreign language. This study discusses the positive politeness strategy in the textbook “English for Nusantara”. The present study used a qualitative approach with a documentary analysis design. The data were collected by analyzing the dialogues contained in the textbook. The theory of positive politeness strategy, developed by Brown and Levinson (1987), was used to examine the data. The findings revealed that there are eight positive politeness strategies used in the dialogues of the English for Nusantara textbook, namely (1) exaggerating one’s interest in, approval of, and sympathy of the listener, (2) employing in-group markers of identity, (3) requesting agreement, (4) requesting & promising, (5) involving the speaker and the listener in action and (6) offering or asking for an explanation, (7) using inclusive “we” form, and (8) giving (or asking for) reasons. The most dominant positive politeness strategy was ‘exaggerating interest in, approval of or sympathy with the hearers.’ EFL learners’ pragmatic competence will be increased when pragmatic contents, like politeness, are integrated into the textbook as English learning materials used by teachers in the classroom.

Keywords: *communicative competence, English for Nusantara textbook, politeness, positive politeness strategy, pragmatic competence*

1. Introduction

Language is a fundamental component of human life. As can be seen, language is a tool that humans utilize daily for various purposes, including message transmission and interpersonal communication (Shalekhah et al., 2020). In today's globally connected and digitalized world, communicating effectively in a learned language has become increasingly important. A society that is increasingly connected through technology and communication requires individuals who are able to communicate fluently and precisely. Therefore, it is essential to develop pragmatic competence to examine meaning that is influenced by factors such as the meaning intended by the speaker, the meaning derived from the context, the inferences made by listeners, and even the form of expression used (Erlinda, 2019). Pragmatic competence is the overall skill to utilize language with precision, appropriateness, and flexibility (Yule, 2010).

In English language teaching, politeness as a part of pragmatic competence is vital in shaping EFL learners' ability to communicate effectively and politely as global netizens (Waliyadin & Petraki, 2020). Politeness is demonstrated by conveying messages that make the recipient feel valued and respected, either through expressions of their significance or by expressing gratitude for their words or actions (Annisah et al., 2021). Politeness plays a crucial role in communication and holds significance in the pragmatic domain, making it essential to impart to students. By incorporating politeness strategies into classroom instruction, teachers can actively contribute to the enrichment of students' pragmatic knowledge (Meiratnasari & Wijayanto, 2019).

Encounters with a foreign language in the classroom can take several forms, including participant inquiries, classroom dialogue, instructional materials and textbooks, learning tasks, and the design of educational activities (Darong, 2020). Politeness and pragmatic competence are inextricably linked. Pragmatic competency can help to improve the selection of politeness strategies (Ambarwati & Susilo, 2021). A lack of pragmatic competence may have unanticipated consequences for the speakers, such as being perceived as unpleasant and confrontational (Nuridin, 2019). Pragmatics instruction is most effective when it incorporates explicit-inductive instruction and productive practice (Caprario, 2020).

Several aspects of pragmatics knowledge need to be included in textbooks to practice pragmatic competence in learning English as a foreign language, including speech acts, conversational implicature, and linguistic politeness (Erlinda, 2019). However, in the domain of pragmatics, research has shown a mismatch between textbook representations of speech acts and their spontaneous realization; as a result, pragmatic activities are scripted and decontextualized (Waliyadin & Petraki, 2020). Additionally, many textbooks have inadequate representations of pragmatic conventions on both the pragma-linguistic and socio-pragmatic levels (Barron, 2016). In addition, Meiratnasari and Wijayanto (2019) state that introducing speech acts as pragmatic input; textbooks often include politeness strategies as an essential part of learners' pragmatic awareness. Nurwahidah et al. (2022) argue that selecting appropriate textbooks impacts the quality of the materials used by students.

Textbooks are the most widely used instructional tools in schools today and are fundamental for English language teaching (Mrah, 2017). The textbooks provide significant contributions to teaching the English language and providing input from the language for learners' communication skills. However, pragmatic knowledge still seems to be undervalued in teaching and learning English, especially in English as a foreign language (Ton Nu & Murray, 2020). Textbook research has also revealed that pragmatic conventions are not adequately represented at both pragma-linguistic and socio-pragmatic levels. Besides, metapragmatic knowledge is also sufficient, particularly in an EFL context (Barron, 2016). Various features of pragmatics-related information supplied in textbooks, such as the presentation, distribution, and range of speech acts and the metalanguage used, were deemed insufficient (Ton Nu & Murray, 2020). In the local Indonesian scene, pragmatics is likewise included to a restricted extent in ELT textbooks, is rarely supplied as materials taught to EFL students, and still needs to be addressed by teachers (Siswantara & Ariffin, 2021).

Research on politeness has been done in many previous studies and can be mapped into several aspects. Firstly, politeness research in classroom interaction were done by some researchers (Annisah et al., 2021; Erlinda & Rahmi, 2015; Hastuti & Wijayanto, 2020; Rahayuningsih et al., 2020). Erlinda & Rahmi (2015) investigated the utilization of positive politeness strategies of teachers-student interaction in an English classroom setting. The interactions were recorded, transcribed, and analyzed using Brown and Levinson's (1987) theory. The study found six types of positive politeness strategies used by the students in the classroom interaction, namely (1) exaggerating one's interest in, approval of, and sympathy of the listener, (2) employing in-group markers of identity, (3) requesting agreement, (4) requesting & promising, (5) involving the speaker and the listener in an action and (6) offering or asking for an explanation. Hastuti & Wijayanto (2020) researched the politeness strategy used by elementary school students. The conversations between students and instructor was recorded and analyzed using Brown & Levinson's (1987) theory. The result of the study revealed that the positive politeness strategy was the most dominant strategy used by the students in their interaction.

Secondly, research on politeness has also been conducted in analyzing English movies/films (Fitri, 2022; Rainna Wati & Made Puspani, 2020; Ambarwati & Susilo, 2021). Fitri (2022) researched to find out the types of politeness strategies in “Mulan” movie. The data were gathered using an observation checklist based on Brown and Levinson's (1987) paradigm. The data revealed that all of Brown and Levinson's politeness strategies were detected in Mulan's and the other characters' utterances in the film. The most often utilized strategy was positive politeness, which appeared four times in the film. Rainna Wati & Made Puspani (2020) conducted their research on politeness in the movie “The Patriot”. The study aimed to find types of politeness strategies used by characters based on gender. The data were analyzed using Brown & Levinson (1987) theory. The characters of the movie employed eleven types of positive politeness strategies. Based on the gender of movie characters, it can be summarized that women tend to use a neutral style when conversing with women and men. In contrast, men used various levels of formality when conversing.

Thirdly, many scholars have also studied pragmatic matter integrated into Indonesian ELT textbooks (Pramono & Kurniawan, 2020; Siswantara & Ariffin, 2021). Pramono & Kurniawan (2020) compared the frequency of speech acts of thanking and apologizing in two 2013 curriculum Indonesian ELT textbooks. The textbook entitled “When Ring the Bell” was published by the Ministry of National Education, and “English on Sky” was published by a commercial publisher. The results showed that the two books failed to consider including speech acts strategies. English teachers should use more authentic materials to enhance EFL learners' pragmatic competence.

Fourthly, research on politeness strategies or principles integrated into the Indonesian ELT textbook has been conducted by limited scholars (Meiratnasari et al., 2019; Laila & Sugirin, 2022). Meiratnasari et al. (2019) explored politeness strategy in two 2013 curriculum Indonesian textbooks entitled “Talk Active 1” and “Talk Active 2”. The data were analyzed based on Brown and Levinson's (1987) theory. The study identified all types of politeness strategies used in the textbooks. The investigation revealed that the main methods present in the textbooks were positive and negative politeness strategies. Laila & Sugirin (2022) identified politeness principles proposed by Geoffrey Leech's theory in the written conversation used in the 2013 curriculum for tenth-grade students. The study found six politeness maxims in the written conversation integrated into the textbook: a tact maxim, three generosity maxims, fourteen approbation maxims, four modesty maxims, two agreement maxims, and five sympathy maxims.

Based on the literature review, it can be concluded that research on pragmatic content, especially politeness strategies or politeness principles, is still limited. The textbooks that are generally analyzed are those used in the 2013 curriculum, both those published by the government and those published by private publishers. Furthermore, research on politeness strategies integrated into Indonesian ELT textbooks based on the independent curriculum has not been found. This is the gap that this research filled. Recognizing the substantial impact of positive politeness strategies on communication

effectiveness, addressing the matter of positive politeness within Indonesian English textbooks is imperative. The research on the positive politeness strategies employed in the "English for Nusantara" textbook holds significance in advancing our understanding of how politeness is taught and practiced in language learning contexts. By examining the positive politeness strategies embedded in the textbook, the research contributes to a better understanding of how politeness is addressed and taught in language materials specifically designed for learners in Indonesia. This research question is: what types of positive politeness strategies are found in the dialogs presented in English for Nusantara?

The present research aims to investigate the types of positive politeness strategies found in dialogues used in English for Nusantara textbooks published by the Ministry of National Education as essential teaching materials on the independent curriculum of English for 7th-grade junior high school students. The research question can be formulated as follows: What are types of positive politeness strategies integrated into the dialogues of Indonesian English textbooks entitled English for Nusantara?

2. Literature Review

2.1 Textbook in English Language Teaching

Textbook refers to one type of printed instructional material that helps EFL learners obtain learning goals. It usually includes four skills (listening, speaking, reading, and writing) and three components (vocabulary, pronunciation, and grammar) (Rubby, 2014; Richards, 2017). The textbook has six main roles, namely (1) a resource for presentation materials (spoken and written), (2) a source of activities for learners' practice and communicative interaction, (3) a reference source for learners on grammar, vocabulary, pronunciation, etc., (4) a syllabus (where they reflect learning objectives which have already been determined), (5) a resource for self-directed learning or self-access work, and (6) support for fewer experienced teachers who have yet to gain in confidence (Cunningsworth, 1995).

2.2. Communicative Competence and Pragmatic Competence

As stated by Yule (2010), communicative competence is the overall skill to utilize language with precision, appropriateness, and flexibility. Yufrizal (2017) defines communicative competence as the combination of grammatical understanding of language structure, such as syntax, morphology, and phonology, and also social knowledge about the proper use of utterances in different situations. According to Erlinda (2019), communicative competence involves comprehending and applying the principles for grasping and creating referential and social language meanings. Considering these concepts as a guide, researchers concluded that communicative competence refers to a general capacity to use language precisely, appropriately, flexibly, and knowledge of grammatical rules related to syntax, morphology, phonology, and other linguistic elements. In order to be considered communicatively competent, one must be able to construct grammatically sound sentences and effectively and socially suitable use of language.

As a part of communicative competence, pragmatic competence refers to the ability to express meaning beyond language rules (Nur Ardini et al., 2022) and express using language symbols appropriately and acceptably (Ambarwati & Susilo, 2021). Pragmatic competence is the ability to grasp, interpret, and express meaning accurately and effectively in social communication (Pramono & Kurniawan, 2020). Pragmatic competence is the knowledge a speaker-hearer employs to communicate, including how successful speech acts are carried out (Erlinda, 2019).

2.3 Politeness Principle

Brown and Levinson (1987, in Erlinda, 2019) states that the principle is to retain or consider the listener's feeling. In this situation, courtesy is required to lessen the possibility of a confrontation or threat. According to Rosyidha et al. (2019), Leech has suggested a set of maxims called the politeness principle to describe how politeness functions in conversational interactions. According to Leech, being courteous involves engaging in actions that foster and uphold amity. That is the capacity of social

interaction participants to interact in a setting of largely peaceful coexistence. It is supported by Erlinda (2019a) the etiquette, conduct, and culture of the speaker or listener are all factors in politeness. Being polite in conversation is a great way to make utterances more natural in many situations. To sum up, politeness principles are utterances related to behavior, ethics, and speech culture to lessen the possibility of a threat or conflict.

2.4 Positive Politeness Strategy

Adel et al. (2016) highlight using positive politeness strategies to lessen threats while maintaining the listener's cheerful face. Chen (2017) support this notion by explaining that positive politeness is a direct action that appreciates the hearer, so the hearer feels that the speaker and the hearer have similar interest. Furthermore, Erlinda (2019a) adds that positive politeness seeks to preserve something through fostering closeness and solidarity, typically in friendship, which gives others a sense of security and emphasizes that both parties are working toward the same goal. In conclusion, Positive politeness aims to achieve a sense of closeness and solidarity, typically found in friendly relationships. It provides a sense of security and emphasizes shared objectives between individuals.

According to Brown and Levinson (in Erlinda, 2019b; Keeffe et al., 2011), They provided fifteen strategies for guarding against risks that a cheerful face. These tactics are intended to sustain favorable social relations and prevent upsetting or making the other party uncomfortable:

- 1) Pay attention to the hearer's interests, needs, wishes, or goods. The speaker should know or consider any component of the hearer's situation. It could sound sympathetic, caring, or even complimentary.
- 2) Exaggerate a listener's interest in, approval, or sympathy. Employing an exaggerated adjective to describe something in a way that is superior to its proper status
- 3) Use dramatic effect and exaggeration in your speech to grab the listener's interest. The speaker wants to grab the listener's attention by sharing a gripping story.
- 4) Use indicators of in-group identity. Employing intragroup identity. Forms of address, regional dialects, jargon, or slang are signs that the speaker and the listener have similar goals.
- 5) Seek agreement /make small talk. Speaker should ask for the listener's consent by bringing up a "safe topic" they will support.
- 6) Avoid disagreement. Avoiding conflict by using hedging, white lies, indirect agreements, and deceptive statements
- 7) Find common ground. Presuming is the act of supposing something to be confirmed before it has been demonstrated
- 8) Joke. A simple method of being excellent to avoid face-threatening situations (FTA).
- 9) Confirms or conveys awareness of and consideration of the listener's wishes. According to the speaker's understanding of the audience's desires, guesses what the listener desires.
- 10) Offer and promise. When a speaker makes a promise to a listener, they intend to satisfy the listener's desire.
- 11) Be optimistic. The speaker starts to feel hopeful about the listener's desire to help or fulfill their obligations.
- 12) Use the plural "we" form to engage both the speaker and the listener in the activity to cooperate.
- 13) Give (or ask for) reasons. Through the act of requesting and providing information, the speaker and listener collaborate.
- 14) Assume or assert reciprocity. Done through fostering reciprocal benefits for the speaker and the listener
- 15) Give gifts. The speaker can keep the hearer's goodwill by genuinely fulfilling some of their wishes

3. Research Methods

3.1. Research Design

This study employed a document analysis design and a qualitative methodology (Creswell, 2012). This study examines the positive politeness strategy found in the English for Nusantara Textbook for VII junior high school class. The use of the sub-strategies of positive politeness was examined by using pragmatic analysis. Positive politeness strategies emphasize establishing a friendly and cooperative relationship between the speaker and the listener. These strategies aim to prevent any offense by emphasizing a friendly tone and demeanor.

3.2. Data & Data Source

The research data were obtained by analyzing the dialogues in the book "English for Nusantara" published by the Center for Bookkeeping of the Agency for Educational Standards, Curriculum, and Assessment of the Ministry of Education, Culture, Research, and Technology. This book was published in 2022.

3.3 Data Analysis

The data were then analyzed using three stages of qualitative data analysis: data condensation/pruning, data presentation, and conclusion drawing & verification proposed by Miles et al. (in Erlinda, 2022). The analysis of positive politeness strategies found in the textbook was guided by a table of theories proposed by Brown & Levinson (1987). The data analysis used three phases of qualitative data analysis—data condensation, data display, and conclusion & verification (Miles et al., 2014). Positive politeness observed in data sources was tagged and emphasized for the condensation phase. The sub-strategies of positive politeness coded and identified were categorized and placed in a table for the data display phase. Finally, the data was summarized, evaluated, and validated.

4. Results

The results showed that eleven dialogues used positive politeness strategies in the "English for Nusantara Textbook". There are eight sub-strategies of positive politeness found in the textbook, namely (1) paying attention to the interests, needs, wishes, or goods of the hearer, (2) exaggerating a listener's interest in, approval of, or sympathy, (3) using in-group identity markers, (4) seeking agreement/making small talk, (5) confirming or conveying awareness of and consideration of the listener's wishes, (6) being optimistic, (7) using inclusive "we" form, and (8) giving (or asking for) reasons.

4.1 Paying attention to the interests, needs, wishes, or goods of the hearer.

Here are a few of the results of pay attention to the interests, needs, wishes, or goods of the hearer strategy found in the dialogue used in English for the Nusantara Textbook

Excerpt 1

Andre : "You have a lot to bring. What do you need for Fishing?"
Galang : "I need a Fishing rod, a bucket, and a Fishnet."
Andre : "Hmm, **Fishing sounds interesting.**"
Galang : "Do you want to join me?"
Andre : "Well, not today, I guess."

(Dialogue 1)

Excerpt 1 shows that how Andre pays attention to fishing as Galang's interest. Andre asks Galang something marked by "what do you need for fishing?" and Galang also answers with his needs of fishing rods, nets, and others. Andre also answers him with "**Fishing sounds interesting**" an indicator of

paying attention which in this way gives attention to the listener so that the listener wants to hear directly. Paying attention to the hearer's interest shows speakers' solidarity with hearer.

4.2 Exaggerating a listener's interest in, approval of, or sympathy

Here are three examples of exaggerating a listener's interest in, approval of, or sympathy strategy found in English for the Nusantara textbook.

Excerpt 2

Galang : "Welcome to my house. Let's do our homework in the living room."
Monita : "**Wow**, you have a **beautiful garden**."

(Dialogue 2)

Excerpt 2 shows that Monita uses the strategy of exaggerating Galang's approval to his house. Monita shows her enthusiasm for the garden in Galang's house with the expression "Wow, you have beautiful garden". Monita utters her statement in an exaggerated way to convey about the garden.

Excerpt 3

Galang : "Hi. Are you enjoying the first day of school?"
Andre : "Well, yes. **It's great!**"
Galang : "By the way, I'm Galang. What's your name?"
Andre : "I'm Andre."

(Dialogue 8)

In the second type's third dialog data, the conversation between Galang and Andre begins with him asking Galang about the first subject of the school. Andre also responds with statement "**Well, yes, It's great**" which includes an exaggerates his topic and ends with Galang asking his name.

Excerpt 4

Galang : "You know, I like school. But, I can't wait to go home."
Andre : "Oh, why?"
Galang : "I want to go Fishing. It's my hobby."
Andre : "**That sounds fun**."

(Dialogue 4)

Excerpt 4 shows that Galang informs that "I like school" but after he says that there is a statement namely "I can't wait to go home" which is included in an exaggerates. Andre was curious about what he said. Galang replied with "want to go fishing" and Andre gave a sympathetic "that sounds fun".

4.3 Using in-group identity markers

Here are a few results of using in-group identity markers strategy used in the dialogue of English for Nusantara textbook.

Excerpt 5

Pipit : "I see. What about the room beside the seventh graders' classroom?"
Galang : "That is the art room. Usually Bu Irma, our art teacher, brings us there when we study art".
Monita : "**Guys**, I need to go to the toilet. You can go to the class first."
Pipit : "Alright. See you at the class Monita."

(Dialogue 5)

Excerpt 5 shows that Monita used in-group marker identity to show her closeness with her friends. She addresses her friends with "Guys".

4.4 Seeking agreement /making small talk

Here is the example of seeking agreement /making small talk strategy found in the English dialogue for the Nusantara textbook.

Excerpt 6

Pak Rahmansyah : “Galang, lets clean up our yard”
Galang : “Oh, **that’s a good idea**. Let’s do it dad!”

(Dialogue 6)

Excerpt 6 shows that Pak Rahmansyah gives a suggestion to Galang to clean up the field by using the expression "Galang, lets clean up our yard" and Galang replies with "**Oh, that's a good idea**". This expression is used to show that Galang tries to accept Pak Rahmansyah's suggestion by making an agreement without offending the speaker and the speech is a positive thing as a sense of solidarity to appreciate Mr. Rahmansyah's suggestion.

4.5 Confirming or conveying awareness of and consideration of the listener's wishes

Here is an example of using confirming or conveying awareness of and consideration of the listener's wishes strategy found in English for Nusantara textbook.

Excerpt 7

Galang : “**What’s your hobby, Andre?**”
Andre : “I like mobile gaming.”
Galang : “Oh, **I like it too.**”
Andre : “Maybe, we can play together.”

(Dialogue 7)

Excerpt 7 shows Galang asking Andre about his passion, "What's your hobby, Andre?" and Andre responding that he enjoys mobile gaming. "I like it too," Galang says, indicating that he shares Andre's hobby. This implies that the speaker is aware of and concerned about the wants of the listener, which is where the speaker emphasizes what the listener likes or desires from the listener.

4.6 Being optimistic

Here is an example of using of being optimistic strategy found in English for Nusantara textbook.

Excerpt 8

Galang : “Kak Sinta, do you have English on Tuesday?”
Sinta : “No, I don't. Why are you asking?”
Galang : “**I just want to borrow your dictionary**. I have English on that day.”
Sinta : “Sure, go ahead. Anyway, I have English on Monday and Wednesday.”

(Dialogue 8)

Excerpt 8 depicts Galang asking Sinta about English subjects on Tuesday, and Sinta responds with why she requested, hints with "I just want to borrow your dictionary" This implies that the speaker is certain that the listener will assist him.

4.7 Using inclusive “we” forms

Here are two examples of using inclusive “we” forms strategy found in English for Nusantara textbook as in excerpt 9 and 10.

Excerpt 9

- Andre : “Monita likes playing mobile games, too.”
Monita : “And, I also love drawing manga.”
Galang : “Cool! I love manga but I can’t draw.”
Andre : “You know, **we** can play mobile games together.”
Galang : “The more, the merrier.”
Monita : “Right! By the way, I’ve got to in my seat. See you later, guys.”

(Dialogue 9)

In excerpt 9, Andre communicates his desires by saying, "We can play mobile games together." The inclusive pronoun "we" refers to all discourse participants (Andre, Galang, and Monita). This indicates that both the speaker and the hearer in the discourse will work together to complete the action.

Excerpt 10

- Galang : “Be careful with the stairs. It’s a bit wobbly.”
Andre : “It’s cool on the porch.”
Galang : “**Let’s go inside.**”

(Dialogue 10)

In sample 10, Galang tries to advise his companion, Andre, to be cautious of the unsteady stairs. Andre recognizes this and chooses the porch as a pleasant area for them to hang out. Andre admires Galang's residence. "Let's go inside," Galang says, inviting Andre into his home. This means that the speaker and hearer can work together to complete an activity.

4.8 Giving (or asking for) reasons

Here is an example of giving (or asking for) reasons strategy found in the English for Nusantara textbook dialogue in excerpt 11.

Excerpt 11

- Pipit : “Monita, can you tell me where the teachers’ room is?”
Monita : “**Why do you want to go there?**”
Pipit : “Ibu Ayu wants to meet me there after the school break.”

(Dialogue 11)

In excerpt 11, Pipit inquires about the location of the teacher's chamber with Monita. Monita responds to Pipit's question, "Why do you want to go there?" Monita's query demonstrates her want to address the topic being given by Pipit, and she assures Pipit has a valid reason when doing something.

5. Discussion

The present study found out eight sub-strategies of positive politeness strategies used in the dialogues of English for Nusantara textbook for Class 7, namely (1) paying attention to the interests, needs, wishes, or goods of the hearer, (2) exaggerating a listener’s interest in, approval of, or sympathy, (3) using in-group identity markers, (4) seeking agreement/making small talk, (5) confirming or conveying awareness of and consideration of the listener’s wishes, (6) being optimistic, (7) using inclusive “we” form, and (8) giving (or asking for) reasons. The most dominant positive politeness strategies used in the textbook is “paying attention to the interests, needs, wishes, or goods of hearers.

Nurdiana (2022) conducted research about pragmatic contents used in English textbooks. The current study seeks to explore speech act presentation in a local English textbook from the perspectives of metapragmatic, sociopragmatic, and pragmalinguistics. The data were derived from typical phrases or linguistic expressions of specific functions integrated with conversations in the textbook. The findings

demonstrated that the speech acts covered in the textbook were given in more discrete elements lacking sociopragmatic and pragmalinguistic information. Pramono & Kurniawan (2020) also studied pragmatic content in English textbook. The study investigated the frequency of pragmatic content occurrence expressed as speech acts of praising and apologizing in two Indonesian ELT textbooks: a required textbook published by the Ministry of National Education and a commercial textbook. The pragmatic content of two ELT textbooks, *When English Rings the Bell* and *English on Sky*, was studied using Martinez's Framework on Speech Acts of Thanking and Apologizing. The results showed that both prescribed and commercial textbooks adequately supplied a number of speech acts of appreciating and apologizing.

Meiratnasari et al. (2019) examined politeness strategies in two different English textbooks entitled "Talk Active 1" and "Talk Active 2". The researchers found out types of politeness strategies used in the dialogues in the textbooks based on Brown and Levinson theory. The present study used the content analysis design proposed by Denscombe (2010). The results of the study revealed that bald on record, negative, positive, and off-record politeness principles found in the dialogues of Indonesian ELT Textbooks. Bald on record and off-record politeness strategies were found as less occurrence strategies. Positive and negative politeness strategies were the central strategies that were reflected in the textbook.

Laila & Sugirin (2022) conducted research on politeness principles used in conversation in English textbooks for tenth-grade students. The data were analyzed using the theory of politeness maxims proposed by Geoffrey Leech. This research found six types of politeness maxims in the textbook: a tact maxim, three generosity maxims, fourteen approbation maxims, four modesty maxims, two agreement maxims, and five sympathy maxims. The most dominant politeness maxims used in the textbook is the approbation maxims. Kaur (2020) investigated value of politeness that is integrated in local and global English textbooks in Malaysia entitled "Form 1" and "Pulse 2" textbooks. The results of the study portray that the local and global textbooks were integrated the value of positive politeness. The findings imply that politeness values must be explicitly included in teaching, learning, and instructional materials.

The present research findings are intended to strengthen and complete the theory of pragmatic content in learning materials, especially politeness values integrated into ELT textbooks. The use of the "exaggerating interest in, approval of, or sympathy with a hearer" strategy as the dominant strategy used in the dialogue in English for Nusantara Textbook is part of the novelty of this research. This strategy can capture the listener's attention and generate interest in the speaker's message.

6. Conclusion

This research analyzed the type of positive politeness strategies used in dialogues of the "English for Nusantara" textbook. The present study identified eight strategies of positive politeness included in the dialogues, namely (1) paying attention to the interests, needs, wishes, or goods of the hearer, (2) exaggerating a listener's interest in, approval of, or sympathy, (3) using in-group identity markers, (4) seeking agreement/making small talk, (5) confirming or conveying awareness of and consideration of the listener's wishes, (6) being optimistic, (7) using inclusive "we" form, and (8) giving (or asking for) reasons. The most dominant positive politeness strategies used in the textbook is "paying attention to the interests, needs, wishes, or goods of hearers. The most dominant strategy observed was the "Exaggerating interest in, approval of or sympathy with a hearer" strategy. This strategy involves using exaggerated words and expressions to capture the listener's attention and generate interest in the speaker's message.

The research highlights the significance of employing positive politeness strategies in English language learning materials. Identifying and understanding these strategies can contribute to effective communication and help learners establish positive social interactions in English-speaking contexts. This can help EFL learners obtain learning objectives better. Besides, using politeness strategy in English interaction stimulates acquiring communicative competence as the main goal of English

language teaching. Future research can further investigate the impact of incorporating a diverse range of politeness strategies in language teaching materials to promote learner engagement and cultural competence.

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