The Positive Politeness Strategies Applied in *Think Globally Act Locally* English Textbook

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Abstract

The efficacy of interactions is considerably increased by politeness's contribution. Politeness, which involves paying attention to the appearance of another person, helps social interactions go more smoothly. Politeness, which involves paying attention to the appearance of another person, helps social interactions go more smoothly. Since the purpose of this research was to provide a comprehensive understanding as well as a detailed description of the methods of positive politeness utilized in conversation models found in the textbook, the type of research that was conducted was descriptive-qualitative research. According to the findings of the study, the strategy that is used the most frequently is "Noticing the Hearer Strategy." This is followed by "Exaggerating Strategy" (29.7%), "Including Both Speaker and Hearer Strategy" (24.3%), "Presupposing Strategy" (5.4%), "Intensifying interest to the hearer in the Speaker's Contribution" (2.7%), "Offering Strategy" (2.7%), and "Giving Reason Strategy" (2.7%).

Introduction

As social life grows, individuals require and engage in daily interactions to share information, communicate ideas, and greet one another. Politeness contributes significantly to the efficacy of interactions. By paying attention to another person's visage, politeness improves the flow of social interactions. Negative face refers to the desire to be unimpeded or independent from others, while positive face refers to the desire to be desired by others. By employing appropriate civility strategies, both the speaker and the listener can avoid potentially threatening another person's face, also known as the Face Threatening Act (FTA)(Brown & Levinson, 1987).

In addition, Leech (1983) says that being polite is a way to avoid conflict that can be judged by how hard it is to avoid conflict and keep the peace. Leech also suggests regulations about how to be polite. The goal of these rules is to maintain social order and keep people on good terms. Furthermore, Lakoff (1973) defines politeness as a system to facilitate interaction by reducing the potential for conflict and confrontation in existing in human interchange. Politeness acts as a set of norms for cooperative behavior. Furthermore, he suggests that a speech act can be considered polite if it (a) does not contain any speaker's coercion, (b) gives option to speakers to do something, (c) provides comfort or is friendly to hearer.

Positive politeness is essential for various reasons. First, being positively nice shows the folks we're interacting with that we value their opinions and time. Second, being pleasant and upbeat shows that we mean business. The third benefit comes from the respect others will have for us as a result of our positive manners. This way, if people are polite, others will respect them. Typically, in order to facilitate effective communication. Textbooks, as the most effective and widely utilised learning resource, play a crucial role in fostering students' communicative competence. It is vital to analyse textbook. This is because English textbooks are reckoned to be the most relevant source of learning English worldwide (Allehyani et al., 2017; Ebadi & Naderifarjad, 2015). According to Terry et al., (1995), a textbook is essential as a means of

imparting subject-matter knowledge and as a means of imparting moral values. According to a study conducted by Sulistiyo et al., (2020)textbook authors place a greater emphasis on certain values in the textbooks because they may wish to teach these values at an early age.

However, in fact, many textbooks reportedly lack of pragmatic input. Alemi and Razaghi (2013) investigate the politeness markers based on House and Kasper (1981) politeness structure taxonomy in the spoken discourse of the ESP textbook entitled Business Result in order to find a pattern of these politeness markers in business conversations. The findings reveal that there are inadequate inclusion of politeness markers in the textbooks. That this limited amount of pragmatic input can lead to inappropriateness of the development of the business students' communicative competence which may bring about more serious financial or economic losses in the future.

Inadequacy of pragmatic input is also found in Noyawa (2014) study takes place in Japanese context. The findings show that the proportion of polite request forms in textbook entitled *English in Mind* for upper-intermediate learners and *Message 3* for lower secondary learners aiming at taking learners to an intermediate level is 11%, and thus not necessarily sufficient and some of the contexts are also different from those of Japanese learners' in L1 communication. Besides lacking of pragmatic input, the both textbooks are not able to explain the cultural differences between English speaking countries and their native countries. Ideally students are taught English within their target situation. Previous studies inform us that textbooks especially in EFL context sometimes contain inadequate pragmatic input and unnatural communication style. Therefore, this study is made to reveal that phenomenon. This study attempts to explain the politeness realization in conversation models found in textbook entitled *Think Globally Act Locally.*

Research Method

The type of this study was descriptive-qualitative research since this research aimed to give deep understanding and a clear description about the strategies of positive politeness applied in conversation models the textbook. The instruments of this research were the researchers themselves as the primary instrument and a data sheet as the secondary instrument. The data source in this study was the conversation models in the textbook.

In collecting the data, the researchers took some steps. The first step is reading the conversation models in the textbook. After that, collecting data also was done rereading the conversation models in the textbook. Then, after the all data were collected, the data were divided into strategies covered in positive politeness.

The procedures in analyzing data were follows:
1. The researchers categorized the type of data based on the one of four of Brown and Levinson's politeness strategy namely positive politeness
2. The researchers classified the categorized data based on the sub strategies namely 15 strategies of positive politeness.
3. The researchers analyzed positive politeness.
4. The researchers drew a conclusion based on the collected data.

Result and Discussion

In positive politeness, the data were divided into 7 types, namely: noticing (12), exaggerating (11), intensifying interest (1), asserting (2), offering (1), and giving or asking the reason (1).

Table 1 Data of Positive Politeness Strategies

No	Positive Politeness Strategies	Frequency	Percentage
1	Noticing, attending to hearer	12	32.5%
2	Exaggerating	11	29.7%
3	Intensifying interest to the hearer in the speaker's contribution	1	2.7%
4	Using in-group identity markers in speech	0	0
5	Seeking agreement in safe topics	0	0
6	Avoiding disagreement	0	0
7	Presupposing, raising, asserting common ground	0	0
8	Joking to put the hearer at ease	0	0
9	Asserting or presupposing knowledge of and concerning for hearer's wants	2	5.4%
10	Offering, promising	1	2.7%
11	Being optimistic that the hearer wants what the speaker wants	0	0
12	Including both speaker and hearer in the activity	9	24.3%
13	Giving or asking for reasons	1	2.7%
14	Assuming or asserting reciprocity	0	0
15	Giving gifts to the hearer (goods)	0	0
	Total	**37**	**100.0%**

Noticing Strategy
Lina : **Dayu, you look very pale**. *I think you need to see the doctor soon in order to get help.
       Don't take diarrhea lightly.*

Dayu: No, of course not. Actually, my mom is on her way from the office to take me to the hospital. (Datum 6)

In the conversation above the speaker (Lina noticed hearer's Dayu) condition in which Lina thought that Dayu looked pale.

Exaggerating

*Lina   : I agree with Siti and Edo. Come on everybody. Stand up, and drink a lot of   water.
Then ,   come here to stretch up and have a little exercise for just two   minutes.*
Udin   : **That's a smart idea** *(Datum 19)*
In the conversation above, Udin expressed his interest by an utterance "that's a smart idea" to show that he was fascinated. "That's a smart idea" intended the exaggeration of his interesting.

Intensifying Interest to the Hearer

Udin   : *Right. Guys, don't forget to wash your fruits and vegetables before you eat   them so you will not take any germs into your tummy.*
Dayu   : **Yes, Bos. You are right.** *We should always clean our food well. I should be more careful now. (Datum 5)*

In the conversation above, Dayu expressed her interest by an utterance "yes, Bos.   You   are right." to show that she appreciated Udin's utterances.

Asserting or Presupposing Knowledge

Edo   : *I don't agree with you, Siti. Too much medicine is not good. Lina, just take a   rest, drink   a lot of water, and eat only healthy food.*
Dayu   : *I think the best to do is go home, Lina*. **Your mom and dad know better what you   should do**. *(Datum 13)*

In the conversation above, Dayu presupposed that Lina's parents knew better what Lina should do.

Offering

Dayu: *No, of course not. Actually, my mom is on her way from the office to take me to the hospital.*
Lina: *Good.* **We'll help you to get ready now**. *(Datum 8)*

In the conversation above, Lina offered help to Dayu to get ready for going to hospital.

Including Both Speaker and Hearer in the Activity

Udin   : *I feel so sleepy and bored.* **Let's stop working for a while to get some fresh air outside**.
Dayu   : *I don't think that's a good idea. Let's finish our text first, and then we'll go out and   have bakso in Pak Man (Datum 14)*

In the conversation above, Udin included the listener namely Dayu to stop working for a while to get some fresh air outside.

Giving Reason

Edo   : *Did you contact Riri? Yesterday you promised to call her to tell her where she could buy material for handicrafts.*
Dayu   : *No, I haven't.* **I completely forgot.**

In the conversation above, Dayu gave a reason of having not call Riri. The reason was she completely had forgotten.

Conclusion

In general, positive politeness strategies have been adopted in English textbook entitled Think Globally Act Locally. The strategies mostly used is Noticing the Hearer Strategy (32.5%) then followed by Exaggerating Strategy (29.7%), Including Both Speaker and Hearer Strategy (24.3%),   Presupposing Strategy (5.4%),   Intensifying interest to the hearer in the Speaker's Contribution (2.7%), Offering Strategy (2.7%),and Giving Reason Strategy (2.7%). Meanwhile, based on the finding and discussion above, it is recommended that teachers and other textbook users should be selective and critical with respect to the textbook in the market. If it is possible, teachers can investigate the appropriateness of the textbook with the needs of students.

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