



The Relations between Politeness Strategies and Speech Acts: A Study Case of Bahasa Indonesia Learners from China at University

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Article Info	Abstract
Received: 2026-03-31 Revised: 2026-06-27 Accepted: 2026-06-27 Keywords: Politeness Strategies; Speech Acts; Indonesian for Foreign Speakers; Pragmatics. DOI: 10.24256/ideas.v14i1.10029 Corresponding Author: Hermalinda Rizki Pratiwi hermalindarizki.tiwi@gmail.com Program Studi Ilmu Linguistik, Fakultas Ilmu Budaya, Universitas Padjajaran, Bandung	<i>This study aims to examine the relations between politeness strategies and speech acts in Indonesian utterances spoken by Chinese students at Padjadjaran University. This study employs a qualitative descriptive method. The research participants were 16 Chinese exchange students from the Department of Indonesian Language at Guangxi Minzu University who were studying in the Department of Indonesian Literature at Padjadjaran University. Data were collected through observation and recording of conversations during class sessions. The data were analyzed using Searle's speech act theory and Brown and Levinson's politeness theory within a pragmatic approach. The results indicate that Chinese students employed three types of politeness strategies: positive politeness, negative politeness, and off-record strategies. The speech acts identified in the data included assertive, directive, and expressive speech acts. The analysis revealed that the type of speech act used by the speaker influences the choice of politeness strategy, as each speech act carries a different level of face threat. The novelty of this study lies in its demonstration that politeness strategies and speech acts are not separate pragmatic phenomena but are interrelated in interactive activities, including in BIPA classroom interactions. The findings of this study contribute to BIPA instruction and intercultural communication by highlighting the importance of pragmatic competence for foreign learners. This competence helps learners use Indonesian appropriately, politely, and in accordance with Indonesian sociocultural norms, thereby reducing the potential for misunderstandings in cross-cultural interactions.</i>

1. Introduction

The Indonesian Language has developed rapidly in function and use. On November 20, 2023, UNESCO designated Indonesian as the tenth language that can be used at the UNESCO General Conference (Puspapertiwi & Nugroho, 2023). This has become one of the factors attracting foreign speakers to learn Indonesian. Aminudin Aziz, Chief of Construction and Development of five languages from the Ministry of Education, Culture, Research and Technology (MoECRT), in Indonesia, Handai Festival, which was held in Kuta, Badung, Bali, stated that 183 thousand active BIPA students were actively facilitated by MoECRT in 55 countries (Negara, 2024).

Indonesian language learning programs for foreign learners are one way to strengthen the position of the Indonesian language at the international level. Through these programs, the international community can become more familiar with Indonesia and be interested in building cooperation (Wiratsih, 2019). In its curriculum, BIPA not only teaches the Indonesian language but also imparts knowledge and understanding of Indonesian culture (Rachman et al., 2023). Polite language use in Indonesian is one of the key aspects that must be taught to BIPA students.

This is because BIPA students come from diverse cultural backgrounds, so they need to adapt to the social norms prevalent in Indonesia. These differences in cultural backgrounds present a unique challenge for BIPA students living in Indonesia, as social norms in Indonesia may differ from those in their home countries (Salamah, Muttaqin, & Sugiharyanti, 2025). This is because the concepts of politeness in one culture cannot be universally applied across societies (Nurhawara, Lukman, & Said, 2022).

In social life, language politeness is crucial to practice. In the communication process, a speaker's primary focus is not only on conveying a message but also on ensuring that the message is delivered in accordance with prevailing social norms so as not to offend the addressee. Exposure to a language may create politeness in language. On the contrary, if a language is used poorly, it may lead to impoliteness (Fhitri, 2017).

Mills (2003) states that politeness is a behavioral strategy employed by speakers by considering the potential threat to the "face" of the addressee, the level of familiarity between the speaker and the addressee, and the power dynamics between them. With these considerations in mind, speakers can adjust their speech appropriately. Brown and Levinson (1987) view politeness as the speaker's effort to preserve face both the speaker's own face and that of the addressee.

The concept of face relates to a person's desire to be respected, accepted, and to have their freedom to interact unimpeded. In communication, the choice of politeness strategies is influenced by the social relations between the speaker and the addressee, the context of the utterance, and the level of face threat arising from a particular speech act.

Brown and Levinson (1987) divide language politeness into four strategies: bald on record strategy, positive politeness strategy, negative politeness strategy, and off-record strategy. Bald on record strategy is the one that is blunt and direct to achieve a clear result according to the speaker (Thahirah & Amin, 2025). Positive Politeness Strategy is a strategy oriented in maintaining positive face. Positive face means the need of someone to be appreciated, acknowledged, and considered kind by others (Sukmawan, 2022).

In this strategy, the speaker shows effort in giving polite behaviour and language to express familiarity with the listener, so that the listener will feel satisfied and appreciated even though the speaker has no connection in interpersonal relationships (Wiranty & Ramaniyar, 2023). Negative politeness strategy is a strategy that is oriented in maintaining negative face. Negative face refers to someone's right to act freely without interference and or force from others (Wardani, Putikadyanto, Efendi, & Firnanda, 2025). Meanwhile, off-record politeness strategy is a strategy that defines indirect meaning. Speech is not clearly stated and is ambiguous, allowing the listener to define its meaning without feeling stress or pressure (Saragih, Dwi Lestari, & Sinaga, 2025).

Speech acts are also a crucial aspect in pragmatic studies because utterances serve not only to convey information but also to perform specific actions. A speech act is a person's ability to convey intent through utterances appropriate to a specific situation (Badelah, Mahsun, & Burhanuddin, 2019). Searle (1969) categorizes speech acts into several types, including assertive, directive, expressive, commissive, and declarative. In this study, Brown and Levinson's theory is used to identify politeness strategies that emerge in the utterances of Chinese BIPA students.

Meanwhile, Searle's theory is used to identify the illocutionary speech acts that appear in the utterances of Chinese BIPA students. Both theories are relevant because students' utterances in classroom interactions not only convey specific intentions but also demonstrate how speakers maintain social relations, reduce face threats, and adapt to Indonesian politeness norms. Furthermore, the types of speech acts used by students can influence the choice of politeness strategies, as each utterance has different purposes, contexts, and levels of face threat.

A number of previous studies have shown that politeness in language use is an important aspect of BIPA students' interactions. Kartika (2017) demonstrated that Japanese BIPA students are able to adapt their request strategies based on the interlocutor they are addressing. In interactions with fellow students, direct request strategies are used more frequently, whereas in interactions with teachers, students tend to use indirect strategies. These findings indicate that social status and the relations between the speaker and the conversation partner influence BIPA students' choice of politeness strategies.

Other studies have also shown that proficiency in Indonesian does not always align with awareness of politeness. Sari (2018) identified the phenomenon of overconfidence, a condition in which foreign students exhibit high self-

confidence in their language use but do not necessarily possess adequate awareness of politeness. Meanwhile, Sundusiah, Idris, Widia, Fauzia, and Asri (2025) demonstrated that BIPA students from Egypt are able to apply the principles of linguistic politeness by adhering to several politeness maxims. These findings confirm that BIPA learners can adapt to the politeness norms of the Indonesian language, although this process remains influenced by cultural background, language proficiency level, and the context of interaction.

Based on this discussion, it can be seen that previous studies have generally focused on specific aspects, such as request strategies, politeness principles, self-confidence, or BIPA students' awareness of politeness. This study is important because research specifically linking politeness strategies to types of speech acts in BIPA students' utterances remains limited. In fact, speech acts and politeness strategies are interrelated because certain types of speech acts can evoke different levels of face threat and influence the speaker's choice of politeness strategies.

Therefore, this study focuses on the relations between politeness strategies and speech acts in the Indonesian language utterances of Chinese students in BIPA classes at Padjadjaran University. The novelty of this study lies in its effort to view politeness strategies and speech acts as two interrelated pragmatic aspects in interactive activities, rather than as standalone phenomena.

Based on the background discussion, the research questions are as follows: (1) What types of politeness strategies appear in the Indonesian speech of Chinese students in BIPA classes at Padjadjaran University?; (2) What types of speech acts appear in the Indonesian language utterances of Chinese students in the BIPA class at Padjadjaran University?; and (3) How are politeness strategies and speech acts related in the Indonesian language utterances of Chinese students in the BIPA class at Padjadjaran University?

Thus, this study aims to describe the types of politeness strategies, the types of speech acts, and the relations between politeness strategies and speech acts in the Indonesian speech of Chinese students at Padjadjaran University.

2. Method

This study employs a qualitative descriptive method. Creswell and Creswell (Creswell & Creswell, 2018) state that qualitative methods aim to understand the meanings and interpretations that individuals ascribe to a social phenomenon. The data sources for this study were 16 exchange students from the Indonesian Language Department at Guangxi Minzu University, China, who were studying in the Indonesian Literature Department at Padjadjaran University, Jatinangor. The students participating in this exchange program were selected because they had prior academic experience in the Indonesian language and actively used the language in academic settings.

The research data consists of utterances by Chinese students obtained from classroom interactions. Data collection was conducted through classroom observation and recording of conversations during learning sessions from September 22, 2025, to October 24, 2025. During that period, a total of 14 classroom learning sessions were recorded. From all the recordings, the researcher transcribed all interactions involving the student participants.

The utterances analyzed were selected based on the following criteria: (1) they were produced by the student participants, (2) they contained politeness strategies relevant to the research focus, and (3) they appeared in clearly identifiable interactive contexts. Based on these criteria, a total of 48 utterances were selected from the analyzed classroom interaction data.

Data analysis was conducted in several stages. First, all recordings were transcribed into written form. Second, the researcher selected relevant utterances based on the research focus. Third, each utterance was analyzed based on Brown and Levinson's types of politeness strategies: bald-on-record politeness strategy, positive politeness strategy, negative politeness strategy, and off-record politeness strategy. Fourth, each utterance was classified according to Searle's speech act categories: assertive, directive, expressive, commissive, and declarative. The determination of the type of politeness strategy and speech act was made by considering the function of the utterance, the speaker's intention, the linguistic form used, the relations between the speaker and the addressee, and the context of the speech situation.

In the analysis process, each utterance is classified based on the most dominant politeness strategy and speech act. However, the researcher also considers the possibility of other politeness strategies or illocutionary functions appearing within a single utterance. If a single utterance contains more than one category, the category that stands out most based on the utterance's primary function, linguistic markers, and conversational context is designated as the dominant category, while other categories are treated as supporting categories in the analysis. Thus, the total number of utterances analyzed remains at 48. The frequency of the main findings was calculated based on the dominant category, while supporting categories were described narratively in the analysis of representative data examples.

To ensure data validity, this study employed peer review through discussions of the data classification results with fellow researchers. This review was conducted to assess the consistency between the utterances, context, types of politeness strategies, and types of speech acts used. If any data indicated more than one possible type, the dominant type was determined through discussion with fellow researchers until a consensus was reached.

The results of the analysis are presented using both formal and informal methods. Formal presentation is used in the form of frequency tables to show general trends in the types of politeness strategies, types of speech acts, and the relations between the two. Meanwhile, informal presentation is used in the form of

descriptive narratives to explain the data examples in greater detail.

3. Result

This section presents the results of an analysis of 48 utterances by Chinese students during BIPA classroom interactions at Padjadjaran University. The analysis focuses on two main aspects: types of politeness strategies based on Brown and Levinson's theory, and types of speech acts based on Searle's theory. In this study, frequency tables were compiled based on the dominant categories in each utterance. The dominant categories were determined based on the primary function of the utterance, the linguistic markers that appeared, and the context of the interaction. However, some utterances may also contain illocutionary functions or other politeness strategies as supporting categories. These supporting categories were not included in the main frequency tables but were described narratively in the analysis of representative data examples.

To address the research questions, the analysis results are presented in three tables. The first table shows the dominant types of politeness strategies that appear in the utterances of Chinese students. The second table shows the dominant types of speech acts found in the data. Furthermore, the third table illustrates the patterns of correlation between politeness strategies and speech acts. These three tables are presented to provide an overview of the patterns of politeness strategy and speech act usage that emerge in the Indonesian-language utterances of Chinese students.

Table 1. Type of Politeness Strategies used by Chinese students

No	Politeness Strategy	Frequency	Total
1.	Bald On Record Strategy	4	8,33%
2.	Positive Politeness Strategy	19	39,59%
3.	Negative Politeness Strategy	25	52,08%
4.	Off-Record Strategy	0	0,00%
	Total	48	100%

Based on Table 1, the total number of politeness strategy findings in the Indonesian speech of Chinese students was 48, or 100%. The most frequently found politeness strategy was negative politeness strategy, with 25 instances, accounting for 52.08%. Next, positive politeness strategy was found 19 instances, accounting for 39.59%. Meanwhile, bald on record strategy was found 4 instances, accounting for 8.33%. Off-record strategy was not found in the data, with 0 instances and a percentage of 0.00%.

Table 2. Type of Speech Acts used by Chinese students

No	Speech Acts	Frequency	Total
1.	Assertive	7	14,58%
2.	Directive	24	50,00%
3.	Expressive	15	31,25%
4.	Commissive	2	4,17%
5.	Declarative	0	0,00%
Total		48	100%

Based on Table 2, the total number of speech act types found in the Indonesian speech of Chinese students was 48 instances, or 100%. The most frequently found speech act type was directive, with 24 instances, accounting for 50.00%. Next, expressive speech acts were found 15 instances, accounting for 31.25%. Assertive speech acts were found 7 instances, accounting for 14.58%. Meanwhile, commissive speech acts were found 2 instances, accounting for 4.17%. Declarative speech acts were not found in the data, with 0 instances and a percentage of 0.00%.

Table 3. The Relations Between Politeness Strategies and Speech Acts

No	Politeness Strategy	Explanation of the Relations	Frequency
1.	Bald On Record Strategy + Assertive Speech Acts	This pattern appears when students provide answers or information directly, concisely, and without strong politeness markers. Such utterances typically take the form of factual responses in a classroom setting.	3
2.	Bald On Record Strategy + Directive Speech Acts	This pattern appears when students convey their proposals clearly and directly.	1
3.	Positive Politeness Strategy + Assertive Speech Acts	This pattern appears when students convey information or reasons with a touch of humor, camaraderie, or positive reinforcement. The positive politeness strategy makes statements sound more relaxed and friendly.	2
4.	Positive Politeness Strategy + Directive Speech Acts	This pattern appears when students ask for information in a casual setting. The questions don't feel formal because they're used to show interest or start a casual conversation.	3
5.	Positive Politeness Strategy + Expressive Speech Acts	This pattern appears when students offer greetings, compliments, jokes, expressions of appreciation, or emotional responses. Positive politeness strategies are used to build rapport, lighten the mood, and maintain positive	14

		interpersonal relations.	
6.	Negative Politeness Strategy + Assertive Speech Acts	This pattern appears when students convey information, opinions, or assumptions in a cautious manner. The strategy of negative politeness is used so that statements do not sound too assertive or forceful.	3
7.	Negative Politeness Strategy + Directive Speech Acts	This pattern appears when students make requests, seek confirmation, ask for clarification, seek permission, or ask for help. Because directive speech acts can potentially place a burden on the addressee, students use polite forms such as the words “ <i>maaf</i> ” (sorry), “ <i>permisi</i> ” (excuse me), honorifics like “ <i>Pak</i> ,” “ <i>Bu</i> ,” or “ <i>Kak</i> ,” the word “ <i>apakah</i> ” (is it), “ <i>boleh</i> ” (may I), “ <i>bisa</i> ” (can), and “ <i>tolong</i> ” (please).	19
8.	Negative Politeness Strategy + Expressive Speech Acts	This pattern appears in expressions of apology when students arrive late. The strategy of negative politeness is used because students are aware that they have violated classroom norms and need to soften their language.	1
9.	Negative Politeness Strategy + Commisive Speech Acts	This pattern appears when students express their willingness or readiness to the teacher. The strategy of negative politeness is used because the expression of willingness is still directed at the teacher as the person in a higher position in the classroom.	2
Total			48

Based on Table 3, the total number of findings regarding patterns of correlation between politeness strategies and speech acts was 48 (100%). The most frequently found pattern was negative politeness strategy + directive speech acts, with 19 instances, accounting for 39.58%. Next, positive politeness strategy + expressive speech acts pattern was found 14 instances, accounting for 29.17%. Bald on record strategy + assertive speech acts, positive politeness strategy + directive speech acts, and negative politeness strategy + assertive speech acts patterns were each found 3 instances, accounting for 6.25% each.

Positive politeness strategy + assertive speech acts and negative politeness strategy + commissive speech acts patterns were each found in 2 instances, accounting for 4.17%. Meanwhile, bald on record strategy + directive speech acts and negative politeness strategy + expressive speech acts patterns were each found in 1 instance, accounting for 2.08%.

After the general pattern of findings is presented in a table, the following section presents three data examples that are considered to represent the main tendencies of the findings: negative politeness strategy and directive speech acts, positive politeness strategy and expressive speech acts, and bald on record strategy and assertive speech acts. The selection of the first two patterns is based on their most dominant frequency of occurrence in the data, while the third pattern is the one most rarely found in students' speech.

Data 1: Negative Politeness Strategy and Directive Speech Act

Context: This conversation took place in a classroom between a lecturer and a Chinese student identified by the initial M1. The conversation occurred after the learning activity concluded. At that time, M8 stated that her group hadn't finished writing the answers to the exercise and requested guidance regarding follow-up on the assignment. The speech situation took place in an academic context, but it occurred after class, so M8 needed to convey her words carefully to avoid appearing to be intruding on the lecturer's time.

M8: *"eum... Pak, maaf, kelompok kami belum selesai menulis jawaban latihan tadi. Apakah nanti kami bisa bertemu bapak atau bagaimana?"*

Dosen: *"Tugasnya nanti titip ke dosen mata kuliah selanjutnya, ya."*

M8: *"Ah begitu. Baik, terima kasih, Pak."*

Based on the data, negative politeness strategy appears to be the most prominent strategy in M8's speech. This strategy is evident in the utterance, *"eum... Pak, maaf, kelompok kami belum selesai menulis jawaban latihan tadi. Apakah nanti kami bisa bertemu bapak atau bagaimana?"* The marker *"eum..."* indicates hesitation or caution before addressing the issue. The address *"Pak"* demonstrates respect for the lecturer as someone of higher standing. Furthermore, the word *"maaf"* serves to soften the utterance because M8 made the request after class. The question form *"... Apakah nanti kami bisa bertemu bapak atau bagaimana?"* also indicates that M8 did not directly demand a meeting with the lecturer, but rather inquired about possible follow-up actions.

In terms of speech acts, M8's utterance is a directive, specifically requesting direction or confirmation of follow-up. This is evident in the utterance *"... Apakah nanti kami bisa bertemu bapak atau bagaimana?"* Through this utterance, M8 asks the lecturer to provide certainty regarding the steps to be taken because her group hasn't finished writing the answers to the exercise. Furthermore, there is an assertive speech act in the part *"... kelompok kami belum selesai menulis jawaban latihan tadi"* as M8 is communicating her group's situation. The utterances *"maaf"* and *"terima kasih"* also demonstrate expressive speech acts because M8 demonstrates politeness and appreciation toward the lecturer.

The relations between politeness strategies and speech acts is evident in the use of polite forms in M8's directive utterance. Because M8 is asking for direction from the lecturer after class, the utterance has the potential to burden the

addressee. Therefore, M8 uses negative politeness strategies through the greeting "Pak," the word "maaf," and the form "apakah ... bisa" to soften the request. After the lecturer provides a solution, M8 concludes the conversation with "Ah begitu. Baik, terima kasih, Pak." indicating acceptance and appreciation for the lecturer's direction. Thus, M8's utterance demonstrates that directive speech acts can be delivered politely through negative politeness strategies.

Data 2: Positive Politeness Strategy and Expressive Speech Act

Context: This conversation took place in a classroom between a lecturer and a Chinese student identified by the initial M1. The conversation occurred while the lecturer was preparing teaching materials, so the atmosphere was relaxed because the topic of discussion about the student's experience eating Indonesian food was lighthearted. The teacher asked about the taste of the meatballs the student had eaten the previous day, and M1 responded positively to the taste of the meatballs he had eaten.

Dosen: "... Kemarin makan baksonya bagaimana, enak?"

SM: "Enak."

M1: "Enak banget, rasanya sangat enak."

Dosen: "Enak banget?"

M1: "Iya, rasanya enak banget, Pak."

Based on the data, positive politeness strategies appear to be the most prominent strategy in M1's speech. This strategy is evident in the utterances "Enak banget, rasanya sangat enak" and "Iya, rasanya enak banget, Pak." The use of the phrases "enak banget" and "sangat enak" demonstrates M1's attempt to provide a very positive assessment of the topic being discussed. In this case, M1 not only answers the lecturer's question but also demonstrates interest and appreciation through more expressive forms of praise.

Supporting efforts are evident in exaggerating interest, agreement, or sympathy for the interlocutor. The use of the intensifiers "banget" and "sangat" demonstrates M1's liking and emotional involvement with the conversational topic, making the response more likely and fostering a friendly atmosphere.

Positive politeness strategies are also evident in efforts to achieve agreement. This is evident when the lecturer repeats M1's assessment with the utterance "Enak banget?" and M1 responds "Iya, rasanya enak banget, Pak." The word "iya" serves as a sign of agreement with the lecturer's confirmation. The repetition of the phrase "rasanya enak banget" reinforces M1's positive assessment and demonstrates alignment with the flow of the conversation.

Furthermore, a negative politeness strategy also emerges as a supporting category through the use of the greeting "Pak." This greeting demonstrates M1's respect for the lecturer as a conversation partner with a higher social status. Thus,

despite the expressive and relaxed manner in which the speech is delivered, M1 maintains a respectful attitude in the classroom interaction.

In terms of speech acts, M1's utterances predominantly demonstrate expressive speech acts. The utterances "*Enak banget, rasanya sangat enak*" and "*Iya, rasanya enak banget, Pak.*" convey pleasure, satisfaction, and praise for the taste of the meatballs. The adjective "*enak*" functions as a positive assessment, while the intensifiers "*banget*" and "*sangat*" emphasize the intensity of M1's feelings of pleasure.

Furthermore, assertive speech acts also emerge as a supporting function as M1 expresses an assessment of a situation, namely the taste of the meatballs. This is evident in the phrases "*enak banget*" and "*sangat enak.*" The word "*iya*" also demonstrates an assertive function as M1 confirms the lecturer's confirmation. However, this assertive function is not the primary function because M1's utterance is more prominent as an expression of pleasure and praise than simply conveying information.

The relations between politeness strategies and speech acts in this data is evident through the use of the same linguistic forms, namely "*enak banget*" and "*sangat enak.*" From a politeness strategy perspective, both phrases embody positive politeness strategies because M1 expresses strong appreciation for the topic of conversation. From a speech act perspective, these phrases demonstrate expressive speech acts because M1 conveys pleasure and a positive assessment of the experience.

Thus, positive politeness strategies and expressive speech acts are interrelated because both are expressed through praise and positive emphasis. Meanwhile, the word "*iya*" demonstrates the relations between positive politeness strategies and assertive speech acts because it functions as an agreement with the lecturer's confirmation. The greeting "*Pak,*" as a marker of negative politeness, is not directly related to either expressive or assertive speech acts, but serves to maintain social relations between students and lecturers in classroom interactions.

Data 3: Bald On Record Strategy and Assertive Speech Act

Context: This data shows a conversation between a lecturer and M5 in the context of arranging group turn-taking to read a poem they had composed. The conversation took place in the classroom during a learning activity. The lecturer asked if the student groups had decided on their representatives, to which M5 replied that their group had not yet decided on their representatives because they were still discussing.

Dosen: "*Oh, oke. Dari kelompok Indri dulu, ya. Bagaimana, Indri? Kalian sudah menentukan siapa yang maju?*"

M5: "*Belum.*"

Dosen: "*Belum? Kok belum?*"

M5: "*Sedang diskusi.*"

Dosen: "Oh sedang diskusi, hahahaha. Coba sekarang suit atau hompimpa. Kalau di Indonesia itu namanya suit atau hompimpa"

Based on the data, bald on record strategy appears to be the most prominent strategy in M1's speech. The dominant politeness strategy in M5's speech was bald on record. This strategy was evident in the utterances "*Belum*" and "*Sedang diskusi*." Both utterances were delivered directly, concisely, and without explicit politeness markers such as sorry, sir, maybe, or indirect forms. M5 directly conveyed the situation of her group without using mitigating forms. Therefore, these utterances demonstrated a straightforward and direct delivery of information.

In terms of speech acts, M5's utterance is an assertive speech act because it serves to convey information about the group's situation. The utterance "*belum*" indicates that the group has not yet decided who will advance, while "*sedang diskusi*" explains that the group is still in the process of determining its representatives. Both utterances functioned as reports of the situation to the lecturer.

The relations between politeness strategies and speech acts is evident in M5's direct delivery of information. As an assertive speech act, M5's utterance aims to provide a factual answer to the lecturer's question. The "bald on record" strategy supports this function because the information is conveyed concisely and clearly. Although this utterance is directed at the lecturer, the direct form can still be understood as a response to a question in a classroom context, not as a form of impoliteness.

4. Discussion

The results of this study indicate that politeness strategies and speech acts are interrelated in the Indonesian language utterances of Chinese students in BIPA classes. The politeness strategies used by the students do not appear randomly, but are related to the function of the utterance, the relations between the speaker and the addressee, and the communicative context underlying the utterance. In the research data, students used the bald on record strategy, positive politeness strategies, and negative politeness strategies to adapt their speech to their communicative goals. Meanwhile, the speech acts identified included assertive, directive, expressive, and commissive speech acts. The relations between politeness strategies and speech acts is evident in the tendency for certain illocutionary functions to encourage the use of specific politeness strategies as well.

Bald on record strategy tends to be associated with assertive speech acts. This pattern emerges when students provide answers, information, or evaluations directly, concisely, and explicitly without dominant politeness markers. In a classroom context, such utterances generally appear in response to a professor's question or as a factual answer to the topic under discussion. The use of bald on record strategy in the data does not necessarily indicate impoliteness, but rather shows that the conversational context allows students to convey their intentions

directly. This strategy is used when the utterance does not carry a high level of face threat or when the professor has provided space for students to respond openly.

Negative politeness strategy tends to be associated with directive speech acts because these acts have a greater potential to threaten the interlocutor's face. In classroom interactions, directive speech acts occur when students ask for information, seek permission, request an explanation, or make a request to the instructor or other interlocutors. Such utterances can create pressure because the interlocutor is expected to provide a response or take a specific action.

Therefore, students use negative politeness strategies to reduce the impression of coercion and show respect toward their conversation partners. These strategies are evident through the use of respectful greetings, apologies, interrogative forms, and the provision of reasons. This indicates that Chinese students strive to take into account social relations and the status of their conversation partners in classroom interactions.

Meanwhile, positive politeness strategy tends to be associated with assertive and expressive speech acts. Assertive speech acts are used when students convey information, express opinions, provide answers, or show agreement with the conversation partner's utterances. In this context, positive politeness strategy serves to create a friendly, cooperative atmosphere that supports smooth communication. Expressive speech acts are also related to positive politeness strategies because they are used to convey appreciation, praise, joy, or gratitude.

Through positive politeness strategies, students not only convey the intended meaning of their speech but also strive to maintain interpersonal relations with their conversation partners. This pattern indicates how positive politeness plays a role in building solidarity, closeness, and cooperation in BIPA classroom interactions.

These research findings are in line with Brown and Levinson's framework, which explains that the choice of politeness strategies in conversation is influenced by the level of face threat in an interaction. Speech acts that have the potential to restrict the freedom of the conversation partner, such as requests, pleas, or asking for permission are tend to require more cautious strategies. In contrast, speech acts that serve to express agreement, appreciation, or closeness are more closely associated with positive politeness strategies. The relations between politeness strategies and speech acts can be understood as a pragmatic-relations because the choice of politeness strategies is influenced by the function of the utterance, the social context, the relations between the speaker and the addressee, and the communicative purpose.

Compared to previous studies, this research shares similarities in terms of its subjects of study, namely BIPA students and linguistic politeness. Kartika (2017) demonstrated that Japanese BIPA students adapt their request strategies based on the conversation partner they are interacting with. Sari (2018) highlighted that proficiency or confidence in speaking Indonesian does not always align with an awareness of linguistic politeness. Meanwhile, Sundusiah, Idris, Widia, Fauzia, and

Asri (2025) found that BIPA students from Egypt were able to apply the principles of politeness in their Indonesian language interactions.

Unlike these studies, this research does not merely view politeness as a form of compliance with linguistic norms but also links it to the illocutionary functions that emerge in utterances. This study expands on previous research by showing that BIPA students' politeness strategies are closely related to illocutionary functions in speech acts.

These findings have implications for BIPA instruction. In Indonesian language learning, mastery of grammar and vocabulary is not always sufficient to enable foreign learners to communicate appropriately. Learners also need pragmatic competence, the ability to use language appropriately in social contexts, in relation to their conversation partners, and in line with communication goals.

Therefore, BIPA teachers can utilize these findings to emphasize the importance of using politeness strategies in various speech acts, such as asking for permission, asking questions, expressing opinions, apologizing, giving compliments, expressing gratitude, or indicating willingness. BIPA lessons can also incorporate situation-based exercises so that learners understand the differences in how they address instructors, peers, or other conversation partners in formal and informal contexts.

Furthermore, the findings of this study also have implications for cross-cultural communication. International students learning Indonesian bring cultural backgrounds and language habits from their home countries. These differences in cultural norms can influence how they convey their intentions in Indonesian. Therefore, an understanding of politeness strategies and speech acts can help learners avoid potential misunderstandings in cross-cultural interactions. By mastering the pragmatic competencies of the Indonesian language, foreign learners can convey their intentions accurately, be perceived as polite, and maintain harmony in communication with Indonesian speakers.

This study has several limitations. The research data were obtained solely from BIPA classroom interactions at Padjadjaran University and involved Chinese students as participants. The findings of this study cannot yet be generalized to all BIPA learners from different cultural backgrounds. Furthermore, the analyzed data is limited to utterances that occurred in classroom learning contexts, and thus does not cover students' interactions outside the classroom or in more diverse social situations. Future research could compare the politeness strategies and speech acts of BIPA students from various cultural backgrounds or analyze the use of politeness strategies in communication contexts in informal situations, such as conversations outside the classroom.

5. Conclusion

Based on the results and discussion of the research findings presented in the previous section, it can be concluded that three types of politeness strategies and four types of speech acts were identified in the Indonesian-language utterances of Chinese students. The types of politeness strategies identified in the Indonesian-language utterances of Chinese students include the bald-on-record strategy, the positive politeness strategy, and the negative politeness strategy. Meanwhile, the four types of speech acts found in the Indonesian speech of Chinese students include assertive, directive, expressive, and commissive.

The most frequently identified type of politeness strategy was the negative politeness strategy, with 25 instances (52.08%), followed by the positive politeness strategy, with 19 instances (39.59%), and the least frequently identified was bald on record strategy, with 4 instances (8.33%). Meanwhile, off-record strategy was not found in this study. The most frequently found type of speech act was the directive speech act, with 24 instances (50.00%). Next, the expressive speech act was found in 15 instances (31.25%). Following that, the assertive speech act was found in 7 instances (14.58%). Finally, commissive speech acts were found in 2 instances (4.17%). Declarative speech acts were not found in this study.

Based on the findings regarding the types of politeness strategies and speech acts, a pattern of correlation between the two was identified. The most frequently found pattern was negative politeness + directive speech acts, with 19 instances (39.58%). Next, the positive politeness + expressive pattern was found in 14 instances (29.17%). The bald on record + assertive, positive Politeness + directive, and negative politeness + assertive patterns were each found in 3 instances (6.25%). Furthermore, the positive Politeness + assertive and negative politeness + commissive patterns were each found in 2 instances (4.17%). Bald on record + directive and negative politeness + expressive patterns were the least frequently found, each appearing in 1 instance (2.08%).

6. References

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