

THE ROLE OF POLITENESS STRATEGIES IN DEVELOPING PRAGMATIC COMPETENCE AMONG INDONESIAN EFL LEARNERS

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ABSTRAK

Penelitian ini dilatarbelakangi oleh masih terbatasnya kemampuan peserta didik EFL dalam menggunakan bahasa Inggris secara tepat sesuai konteks sosial dan budaya, meskipun penguasaan aspek gramatikal telah menjadi bagian utama dalam pembelajaran bahasa. Kondisi tersebut menunjukkan pentingnya pengembangan kompetensi pragmatik, khususnya melalui pemahaman strategi kesantunan dalam penggunaan bahasa. Penelitian ini bertujuan menganalisis peran strategi kesantunan dalam mengembangkan kompetensi pragmatik bahasa Inggris pada pembelajar EFL di Indonesia. Penelitian menggunakan pendekatan kualitatif dengan desain *library research* melalui sintesis 30 sumber ilmiah yang relevan dan terutama diterbitkan pada periode 2021–2026. Analisis dilakukan secara tematik untuk mengidentifikasi pola temuan mengenai kesadaran pragmatik, tindak tutur, kesesuaian kontekstual, serta aspek sosial dan budaya dalam komunikasi. Hasil kajian menunjukkan bahwa strategi kesantunan berperan dalam meningkatkan kesadaran pragmatik, membantu pembelajar melakukan tindak tutur secara tepat, dan menyesuaikan penggunaan bahasa dengan konteks interpersonal. Kebaruan penelitian ini terletak pada sintesis terpadu yang menghubungkan strategi kesantunan, performa tindak tutur, dan kesadaran sosiokultural sebagai bagian yang saling berkaitan dalam pengembangan kompetensi pragmatik pembelajar EFL Indonesia. Kajian juga mengidentifikasi transfer bahasa pertama, keterbatasan paparan terhadap komunikasi autentik, pembelajaran yang berorientasi pada tata bahasa, dan rendahnya kesadaran sosiokultural sebagai tantangan utama. Temuan ini menegaskan perlunya integrasi pembelajaran pragmatik, materi autentik, dan aktivitas komunikatif dalam pengajaran bahasa Inggris.

Kata kunci: *Strategi Kesantunan, Kompetensi Pragmatik, Pembelajar EFL Indonesia, Tindak Tutur, Pengajaran Bahasa Inggris*

ABSTRACT

Indonesian EFL learners may demonstrate adequate grammatical knowledge while still experiencing difficulties in using English appropriately across different social and cultural contexts. This condition highlights the need to strengthen pragmatic competence, particularly through an understanding of politeness strategies in communication. This study aims to analyze the role of politeness strategies in developing English pragmatic competence among Indonesian EFL learners. A qualitative library research design was employed by synthesizing 30 relevant scholarly sources, primarily published between 2021 and 2026. The literature was analyzed thematically to identify recurring findings concerning pragmatic awareness, speech-act performance, contextual appropriateness, and sociocultural aspects of communication. The findings indicate that politeness strategies contribute to learners' pragmatic awareness, support appropriate speech-act performance, and facilitate the adaptation of language to interpersonal contexts. The novelty of this study lies in providing an integrated synthesis that connects

politeness strategies, speech-act performance, and sociocultural awareness as interrelated dimensions of pragmatic competence development among Indonesian EFL learners. The review also identifies first-language transfer, limited exposure to authentic English communication, grammar-oriented instruction, and insufficient sociocultural awareness as major challenges. These findings emphasize the importance of integrating pragmatic instruction, authentic materials, and communicative activities into English language teaching to support learners' effective and contextually appropriate communication.

Keywords: *Politeness Strategies, Pragmatic Competence, Indonesian EFL Learners, Speech Acts, English Language Teaching*

INTRODUCTION

English has become increasingly important in Indonesia as a medium for communication, education, and professional development. The growing use of English in academic and international contexts requires Indonesian English as a Foreign Language (EFL) learners to develop not only grammatical and lexical knowledge but also the ability to communicate appropriately across different social situations. This expectation places communicative competence at the center of English language learning because successful communication depends on both linguistic accuracy and contextual appropriateness. Recent research in Indonesian EFL settings indicates that classroom interaction provides an important context for developing learners' ability to use English appropriately in social relationships and pedagogical situations (Wati et al., 2025; Zulianti & Nurchurifiani, 2021). Therefore, contemporary EFL instruction needs to address pragmatic aspects of communication alongside conventional linguistic competence.

Pragmatic competence constitutes an important dimension of communicative competence because it enables learners to interpret and produce utterances according to contextual, interpersonal, and communicative requirements. It involves understanding how meaning is shaped by social relationships, communicative intentions, and the situational context in which an utterance occurs. For EFL learners, pragmatic competence is particularly important because grammatically correct expressions may still be inappropriate when they fail to reflect the expected social norms of interaction. Research on Indonesian EFL learners has demonstrated that difficulties in performing speech acts, including assertive and requestive acts, are related to learners' ability to select contextually appropriate expressions (Fathira & Masbiran, 2025; Hastuti & Wijayanto, 2023). These findings indicate that pragmatic development involves more than knowledge of linguistic forms because learners must also understand when, how, and to whom particular expressions should be used.

Politeness strategies represent an important mechanism through which pragmatic competence is manifested in communication. Brown and Levinson (1987) provide a foundational framework by explaining how speakers manage face-threatening acts through bald-on-record, positive politeness, negative politeness, and off-record strategies. The selection of these strategies is influenced by interpersonal factors such as social distance, relative power, and the degree of imposition. Recent empirical studies have demonstrated that these strategies can be observed in EFL classroom interactions and in learners' performance of different speech acts (Aprianto, 2023; Hastuti & Wijayanto, 2023; Maslucha et al., 2024). Thus, Brown and Levinson's framework remains theoretically relevant when interpreted alongside recent empirical evidence showing how Indonesian EFL learners use politeness strategies to manage interpersonal relationships and communicate appropriately.

The Indonesian EFL classroom provides a relevant context for examining the relationship between politeness strategies and pragmatic competence because classroom communication involves different levels of social distance, institutional roles, and communicative purposes. Teachers and students engage in requests, responses, disagreement, assistance, feedback, and other interactions that require participants to consider both linguistic forms and interpersonal relationships. Recent studies have shown that politeness strategies contribute to classroom interaction by supporting constructive communication and helping teachers and learners manage social relationships effectively (Maslucha et al., 2024; Wati et al., 2025). Research on assertive acts and requests has also demonstrated that Indonesian EFL learners employ different communicative strategies when attempting to achieve their intended purposes while maintaining appropriate interaction (Fathira & Masbiran, 2025; Hastuti & Wijayanto, 2023). This evidence positions politeness awareness as an important component of pragmatic development rather than merely a linguistic feature identified in classroom discourse.

Although research on politeness and pragmatics has increased, previous studies remain relatively fragmented in their focus. Several studies have concentrated on identifying politeness strategies in classroom interaction, while others have examined particular speech acts such as requests and assertive acts without explicitly connecting their findings to broader pragmatic competence (Aprianto, 2023; Fathira & Masbiran, 2025; Hastuti & Wijayanto, 2023). Other studies have emphasized the pedagogical implications of politeness in classroom communication but have not systematically integrated these findings with evidence concerning pragmatic development (Maslucha et al., 2024; Wati et al., 2025). Consequently, the research gap is not the absence of studies on politeness strategies, but the limited integration of findings concerning politeness, speech acts, contextual appropriateness, and pragmatic competence within Indonesian EFL learning.

A comprehensive synthesis is therefore needed because individual empirical studies generally represent particular classroom settings, learner groups, or communicative acts. Synthesizing these studies can reveal recurring patterns and complementary findings concerning how politeness strategies support learners' ability to make contextually appropriate communicative choices. Such a synthesis can also clarify the pedagogical role of politeness by connecting classroom interaction with broader dimensions of pragmatic competence. Recent studies published between 2021 and 2025 provide an empirical basis for this analysis through their examination of classroom discourse, speech acts, requests, assertive acts, and pragmatic implications (Alhussan, 2022; Aprianto, 2023; Fathira & Masbiran, 2025; Hastuti & Wijayanto, 2023; Maslucha et al., 2024; Wati et al., 2025; Zulianti & Nurchurifiani, 2021).

The novelty of this study lies in integrating recent empirical findings on politeness strategies as a component of Indonesian EFL learners' pragmatic competence rather than treating politeness as an isolated classroom phenomenon. The study employs a qualitative library research approach to examine and synthesize literature concerning politeness strategies, speech acts, classroom interaction, and pragmatic development. The synthesis is intended to explain how politeness strategies facilitate contextual language use, interpersonal management, and appropriate speech-act performance among Indonesian EFL learners. By connecting findings that have previously been discussed separately, this study contributes an integrated understanding of the relationship between politeness strategies and pragmatic competence and provides a basis for incorporating pragmatic and politeness awareness into Indonesian EFL instruction.

RESEARCH METHOD

This study employed a qualitative approach using a library research design to examine and synthesize literature on the role of politeness strategies in developing English pragmatic competence among Indonesian EFL learners. Secondary data were obtained from Google Scholar, DOAJ, and accessible peer-reviewed journal websites using combinations of the keywords “politeness strategies,” “pragmatic competence,” “speech acts,” “EFL learners,” “Indonesian EFL,” and “politeness in EFL classroom.” The literature search primarily covered publications from 2021 to 2026, while seminal sources such as Brown and Levinson (1987) were retained as foundational theoretical references. Sources were included if they were peer-reviewed journal articles or scholarly publications, relevant to politeness strategies, pragmatic competence, speech acts, or EFL learning, available in full text, and involved Indonesian EFL learners or relevant EFL contexts. Sources were excluded when they were duplicates, unrelated to the research focus, non-academic webpages, opinion articles, or publications without sufficient methodological or empirical information. The selection process consisted of identification through database searches, title and abstract screening, full-text assessment, and final selection based on the predetermined eligibility criteria, resulting in 30 relevant articles for analysis.

Data collection was conducted through documentation by extracting information concerning publication details, research context, participants, theoretical frameworks, politeness strategies, speech acts, major findings, and pedagogical implications from the selected literature. The extracted information was organized in a literature matrix to facilitate systematic comparison across studies. Data were analyzed using thematic analysis by repeatedly reading the selected sources, identifying relevant statements, assigning initial codes, and grouping related codes into broader themes. The coding focused on recurring concepts such as positive and negative politeness, speech-act performance, contextual appropriateness, interpersonal relationship management, pragmatic awareness, and pedagogical implications. The resulting themes were reviewed and refined by comparing evidence across studies to identify consistent patterns and differences. Trustworthiness was strengthened through cross-source comparison, particularly by examining convergent and divergent findings in relation to differences in participants, communicative contexts, speech acts, and research settings.

RESULT AND DISCUSSION

Result

The literature selection resulted in 30 relevant studies published between 2021 and 2026. The selected studies addressed politeness strategies, pragmatic competence, speech acts, classroom interaction, and technology-mediated communication in EFL contexts. These studies were reviewed to identify their research focus, context, and major findings. The characteristics of the reviewed studies are presented in Table 1.

Table 1. Characteristics of the Reviewed Studies

No.	Author(s)	Research Focus	Context/Participants	Main Findings
1	Zulianti & Nurchurifiani	Speech acts and politeness	Indonesian EFL learners	Politeness strategies were evident in teaching and learning practices.

No.	Author(s)	Research Focus	Context/Participants	Main Findings
2	Pandia et al.	Pragmatic competence	Language-learning context	Pragmatic competence involves sensitivity to discourse-level meaning.
3	Alhussan	Pragmatic competence and politeness	Classroom discourse	Politeness strategies contribute to appropriate classroom communication.
4	Omar & Razi	Pragmatic competence instruction	EFL learners	Audiovisual materials can support pragmatic and speech-act development.
5	Jaafar & Ageli	Disagreement speech acts	EFL learners	Learners employed different politeness strategies when expressing disagreement.
6	Irani	Requests and complaints	EFL learners and native speakers	Politeness realizations varied according to learner characteristics and communicative context.
7	Pan	Politeness strategies	Thai EFL learners	Learners demonstrated systematic patterns in the use of politeness strategies.
8	Adhari	Positive politeness	EFL classroom	Positive politeness supported interaction and interpersonal relationships.
9	Mantra et al.	Language politeness	Lecturers and students	Politeness strategies were important in maintaining effective online learning interaction.
10	Salsabila et al.	Positive and negative politeness	EFL classroom	Both positive and negative politeness strategies appeared in classroom communication.
11	Aprianto	Positive and negative politeness	ELT classroom	Classroom participants employed both positive and negative politeness strategies.
12	Hastuti & Wijayanto	Assertive speech acts	Indonesian EFL learners	Politeness strategies shaped the realization of assertive acts in conversation.
13	Al-Shareef	Complaint speech acts	Iraqi EFL learners	Learners used varied pragmatic strategies when realizing complaints.
14	Maslucha et al.	Politeness strategies	Junior high school EFL classroom	Politeness contributed to classroom interaction and interpersonal communication.
15	Darong	Speech-act instruction	EFL context	Explicit teaching of speech acts is relevant to pragmatic development.

No.	Author(s)	Research Focus	Context/Participants	Main Findings
16	Cahyaningrum et al.	Request pragmatics	Indonesian EFL learners	Learners demonstrated varied request strategies in digital contexts.
17	Dwiana & Syahri	Refusal speech acts	Indonesian EFL learners	Learners' motivations were associated with the realization of refusals.
18	Ariani	Pragmatic competence assessment	EFL learners	Existing research highlights the importance of assessing pragmatic competence in request realization.
19	Wati et al.	Politeness in classroom interaction	EFL classroom	Politeness strategies supported interaction and had pedagogical implications for EFL teaching.
20	Fathira & Masbiran	Request politeness	EFL learners	Learners used different communicative strategies when making requests.
21	Gvritishvili	Pragmatic competence development	EFL classroom	Discourse-based activities can facilitate pragmatic competence development.
22	Pardede et al.	Request strategies	Indonesian EFL learners	Indonesian learners employed diverse strategies in realizing requests.
23	Cahyaningrum et al.	Request politeness	Javanese female EFL learners	Request realization reflected the use of politeness strategies.
24	Wahyuni et al.	Request politeness	Student-supervisor interaction	Politeness strategies were used to manage interpersonal relationships in academic communication.
25	Pangemanan et al.	Speech-act instruction	Pre-service English teachers	Speech-act instruction supported the development of pragmatic competence.
26	Oliehoek & Monz	Pragmatic communication	Computational pragmatics	Communication effectiveness varies according to speakers' and listeners' pragmatic levels.
27	Cahyaningrum et al.	Technology-assisted pragmatic learning	EFL learners	Technology and AI tools can support pragmatic awareness and speech-act learning.
28	Putri & Musiman	Permission speech acts	EFL learners	Learners demonstrated different pragmatic strategies when asking for and giving permission.
29	Wati et al.	Classroom politeness	EFL classroom	Positive and negative politeness contributed to supportive classroom interaction.

No.	Author(s)	Research Focus	Context/Participants	Main Findings
30	Fathira & Masbiran	Request strategies	EFL learners	Politeness awareness influenced learners' communicative choices in requests.

Table 1 shows that the reviewed literature covers various aspects of politeness strategies and pragmatic competence in EFL contexts. Most studies focus on speech acts, classroom interaction, and learners' pragmatic performance. Several recent studies also examine politeness in digital communication and technology-assisted learning. Overall, the reviewed studies provide diverse empirical evidence on how politeness strategies are used and developed in EFL communication.

The findings from the reviewed studies were further organized through thematic analysis. The synthesis focused on recurring patterns related to pragmatic awareness, speech-act performance, contextual appropriateness, intercultural communication, and instructional practices. Similarities and differences across the studies were compared to identify the major contributions of politeness strategies to pragmatic competence. The resulting thematic synthesis is presented in Table 2.

Table 2. Synthesized Findings on Politeness Strategies and Pragmatic Competence

No.	Synthesized Theme	Evidence from Reviewed Studies	Interpretation
1	Pragmatic awareness	Wati et al. (2025); Alhussan (2022); Gvritishvili (2025); Cahyaningrum et al. (2026)	Politeness instruction helps learners recognize the relationship between linguistic choices, communicative context, and interpersonal relationships.
2	Indirectness and contextual appropriateness	Fathira & Masbiran (2025); Pardede et al. (2025); Cahyaningrum et al. (2025)	Learners become more aware that indirect expressions can be used to reduce imposition and adapt messages to particular social contexts.
3	Request realization	Zulianti & Nurchurifiani (2021); Fathira & Masbiran (2025); Pardede et al. (2025); Cahyaningrum et al. (2025); Wahyuni et al. (2025)	Request strategies vary according to social distance, power relations, and the degree of imposition.
4	Speech-act performance	Hastuti & Wijayanto (2023); Darong (2024); Pangemanan et al. (2025); Putri & Musiman (2026)	Pragmatic instruction enables learners to perform speech acts more appropriately rather than relying solely on grammatical accuracy.
5	Intercultural pragmatic awareness	Jaafar & Ageli (2022); Irani (2022); Al-Shareef (2023); Gvritishvili (2025)	Differences between linguistic and cultural norms can influence learners' pragmatic choices and may result in pragmatic misunderstanding.
6	Classroom interaction	Aprianto (2023); Maslucha et al. (2024); Wati et al. (2025); Mantra et al. (2022)	Classroom interaction provides opportunities for learners to observe, practice, and develop politeness strategies in meaningful communication.

No.	Synthesized Theme	Evidence from Reviewed Studies	Interpretation
7	Explicit pragmatic instruction	Omar & Razi (2022); Darong (2024); Pangemanan et al. (2025)	Explicit instruction, supported by meaningful materials and communicative activities, can facilitate pragmatic competence development.
8	Digital and technology-mediated pragmatics	Cahyaningrum et al. (2024, 2025, 2026); Wahyuni et al. (2025)	Digital communication provides additional contexts for learners to practice pragmatic choices and interpersonal politeness.
9	First-language influence	Zulianti & Nurchurifiani (2021); Cahyaningrum et al. (2025); Pardede et al. (2025)	Learners' pragmatic choices may be influenced by patterns transferred from Indonesian or other first-language backgrounds.
10	Overall pragmatic competence development	Wati et al. (2025); Gvritishvili (2025); Pangemanan et al. (2025); Cahyaningrum et al. (2026)	Politeness strategies function as an important component of pragmatic instruction because they connect linguistic forms with contextual and sociocultural meaning.

Table 2 indicates that politeness strategies are closely associated with several dimensions of pragmatic competence. The literature consistently highlights the importance of contextual awareness and appropriate language choices in EFL communication. The findings also indicate that classroom interaction and explicit pragmatic instruction can provide meaningful opportunities for learners to develop these abilities. Overall, the synthesis suggests that politeness strategies should be integrated into EFL instruction as part of broader pragmatic competence development.

Discussion

The findings of the literature review indicate that politeness strategies play an important role in the development of pragmatic competence among EFL learners. Across the reviewed studies, politeness is not treated merely as the use of polite expressions but as the ability to adjust language according to communicative context, interpersonal relationships, and social expectations. This finding suggests that pragmatic competence requires learners to understand the relationship between linguistic forms and their intended social functions. In the Indonesian EFL context, such awareness is particularly important because learners may encounter differences between Indonesian and English patterns of interpersonal communication (Wati et al., 2025; Zulianti & Nurchurifiani, 2021). Thus, politeness can be understood as an integral part of pragmatic knowledge that enables learners to make appropriate communicative choices rather than simply reproduce grammatically correct forms.

One important contribution of politeness strategies is their role in developing learners' pragmatic awareness. Learners need to recognize that the same communicative intention can be expressed through different linguistic forms depending on the relationship between speakers and the situation in which communication occurs. Studies on classroom interaction show that positive and negative politeness strategies provide learners with opportunities to observe how speakers manage interpersonal relationships through language (Aprianto, 2023; Maslucha et

al., 2024). Therefore, exposure to politeness strategies can help learners move beyond grammatical interpretation toward an understanding of contextual meaning and communicative intention. This indicates that pragmatic awareness develops when learners are able to connect particular linguistic choices with the social consequences and interpersonal meanings associated with those choices.

The reviewed literature also demonstrates a strong connection between politeness and speech-act performance. Requests, refusals, disagreements, complaints, and other speech acts require learners to consider not only what they want to communicate but also how the message should be delivered. Research involving Indonesian EFL learners shows that learners employ different strategies when realizing requests and other speech acts, indicating that pragmatic choices are influenced by contextual and interpersonal considerations (Hastuti & Wijayanto, 2023; Pardede et al., 2025). Explicit attention to speech acts and politeness can therefore help learners develop greater flexibility in selecting expressions that are appropriate to particular communicative situations. From this perspective, successful speech-act performance depends on learners' ability to integrate communicative intention with an awareness of the social relationship between interlocutors.

Requests appear repeatedly in the reviewed literature because they involve a clear relationship between communicative intention and social imposition. A request addressed to a lecturer, supervisor, or other person with higher social status may require a different strategy from a request directed toward a close peer. Recent studies indicate that Indonesian EFL learners employ various request strategies across academic and digital contexts, demonstrating the importance of contextual factors in pragmatic performance (Cahyaningrum et al., 2025; Fathira & Masbiran, 2025; Wahyuni et al., 2025). These findings imply that pragmatic instruction should provide learners with opportunities to compare different request forms and understand why particular forms are more appropriate in specific situations. Such activities can strengthen learners' ability to assess social distance, relative power, and the degree of imposition before selecting an appropriate linguistic strategy.

Another major finding concerns the influence of sociocultural and intercultural factors on pragmatic competence. Learners may transfer communication patterns from their first language when using English, particularly when they have limited opportunities to interact in authentic English contexts. Such transfer does not necessarily indicate a lack of linguistic ability, but it may result in expressions that are interpreted differently because politeness conventions are not identical across languages and cultures. The reviewed studies therefore suggest that pragmatic instruction should include cultural and contextual information so that learners can understand how social distance, power relations, and communicative purpose influence language choices (Irani, 2022; Jaafar & Ageli, 2022). Accordingly, intercultural pragmatic awareness is necessary to help learners recognize that an expression considered appropriate in one cultural context may carry a different interpersonal meaning in another.

Classroom interaction represents another important context for developing politeness and pragmatic competence. Rather than learning politeness only through explanations of linguistic forms, learners can develop pragmatic awareness by observing and participating in meaningful interactions with teachers and peers. Studies of EFL classrooms demonstrate that politeness strategies can support interpersonal relationships, encourage participation, and create a more supportive communicative environment (Adhari, 2022; Wati et al., 2025). This indicates that teachers can integrate pragmatic learning into routine classroom activities through role plays, discussions, requests, disagreements, and other interactional tasks. Classroom interaction

therefore functions not only as a setting for practicing English but also as a social environment in which learners can experience how linguistic choices affect relationships and communicative outcomes.

The literature also highlights the value of explicit and technology-supported pragmatic instruction. Instruction that directly draws learners' attention to speech acts, politeness choices, and contextual differences can make pragmatic features more noticeable and easier to practice. Audiovisual materials, discourse-based activities, and digital environments can provide learners with additional examples of authentic or semi-authentic communication (Darong, 2024; Gvritshvili, 2025; Omar & Razi, 2022). More recent research further suggests that digital platforms and AI-supported tools can expand opportunities for learners to encounter and practice pragmatic language beyond conventional classroom interaction (Cahyaningrum et al., 2026). These findings suggest that technology should not merely function as a medium for delivering linguistic content but can also serve as a space for exposing learners to varied communicative situations and facilitating repeated pragmatic practice.

Overall, the synthesis of the 30 studies indicates that politeness strategies constitute an important pathway through which EFL learners develop pragmatic competence. Their contribution can be seen through several interconnected dimensions, including pragmatic awareness, speech-act performance, contextual appropriateness, sociocultural understanding, and interactional flexibility. The findings also indicate that pragmatic development is more likely to occur when learners receive explicit guidance and opportunities to practice language in meaningful communicative contexts. Accordingly, Indonesian EFL teaching should position politeness not simply as a set of expressions to memorize, but as a contextual and interpersonal component of communicative competence. This perspective reinforces the need to integrate pragmatic and politeness awareness systematically into EFL instruction so that learners can use English not only accurately but also appropriately across diverse social and communicative situations.

CONCLUSION

This study examined the role of politeness strategies in developing English pragmatic competence among Indonesian EFL learners through a qualitative library research approach. The findings indicate that politeness strategies contribute to pragmatic development by strengthening learners' awareness of contextual appropriateness, supporting effective speech-act performance, and increasing their sensitivity to sociocultural norms in English communication. The broader implication is that pragmatic competence cannot be separated from learners' ability to interpret social relationships and make context-sensitive linguistic choices. Thus, developing pragmatic competence requires English learning to move beyond grammatical accuracy toward the ability to use language appropriately, flexibly, and meaningfully in real communicative situations. The findings also show that first-language transfer, limited exposure to authentic interaction, grammar-oriented instruction, and insufficient sociocultural awareness remain important challenges for Indonesian EFL learners.

The study further highlights that explicit pragmatic instruction, authentic learning materials, and communicative activities such as role plays and simulations can provide meaningful opportunities for learners to develop pragmatic awareness and interactional flexibility. Accordingly, politeness strategies should be integrated into EFL instruction as part of communicative competence rather than treated as isolated expressions or supplementary content. This integration can help learners respond more appropriately to differences in social

distance, power relations, communicative purposes, and cultural expectations. Future studies are encouraged to extend this library-based synthesis through empirical research involving classroom observations, interviews, or experimental designs to examine how specific forms of politeness instruction affect learners' pragmatic performance. Such research could also compare different learner groups, educational levels, communicative contexts, or instructional approaches to provide more context-specific evidence for pragmatic competence development among Indonesian EFL learners.

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