

An Analysis of Negative Politeness Strategies in an English Textbook

Riris Theresia Hutagalung¹, Rika Mutiara²

^{1,2}Bahasa Inggris, Keguruan dan Ilmu Pendidikan, Universitas Esa Unggul
thresariris@gmail.com¹, rika.mutiara@esaunggul.ac.id²

ABSTRACT

This study aims to investigate how negative politeness strategies are represented in language use, particularly through dialogue in educational resources, such as English textbooks for junior high school students. This study uses a descriptive qualitative approach with content analysis to analyze and describe the collected data. The researchers adapted the politeness theoretical framework developed by Brown and Levinson (1987), focusing on the representation of negative politeness that emerged in the English textbook entitled "An Analysis of Negative Politeness Strategies in an English Textbook" published by the Ministry of Education, Culture, Research, and Technology. The findings indicate that there are five sub-strategies realized in the textbook. They are question and hedge, be conventionally indirect, give deference, minimize the imposition, and be pessimistic. The dominant sub-strategy found was conventionally indirect. A strategy of negative politeness in which the speaker conveys a request or intention indirectly, usually through expressions that contain meanings beyond their literal meaning. This strategy aims to mitigate the potential for face-threatening actions, such as requests or orders, by employing socially acceptable forms of polite expression.

Keywords: *English for Nusantara Textbook, politeness strategies, negative politeness strategies*

INTRODUCTION

Politeness strategies are essential components in language education, particularly in textbooks that aim to develop students' communication competence (Zelika et al., 2025). In this context, applying various politeness strategies in textbook dialogues can support students in learning how to communicate politely and maintain good relationships in different situations. As Brown and Levinson (1978) stated, politeness strategies serve as a means for speakers to manage face-threatening acts, thereby avoiding discomfort in communication and keeping social harmony.

In the context of English Language Teaching (ELT), the role of politeness is not only part of character education but also contributes to the development of learners' social-communicative skills. Politeness strategies, as elements of pragmatic competence, are reflected in English textbooks used in EFL classrooms (Meiratnasari, Wijayanto, & Suparno, 2019). Since textbooks are a primary medium for both teachers and students in ELT settings (Zohrabi et al., 2014), they play an essential role in facilitating the teaching and learning of English, particularly in shaping learners' linguistic and pragmatic awareness.

Textbooks have very beneficial uses in today's education. They not only deliver relevant, original, and appropriate teaching materials but also serve to teach ethical values, facilitate relevant interactions during the learning process, and enhance cross-cultural skills (Ubaidillah & Rizal, 2023). Recalling their role in English language teaching (ELT), the content of textbooks must adapt to the students' social

and cultural settings. Textbooks require careful attention and in-depth analysis to be effective in providing support and development for students and teachers. Several experts, such as Sheldon (1988), Hutchinson and Torres (1994), Kenningworth (1995), and Cortazzi and Jin (1999), argue that textbooks are not only limited to improving students' language skills, but also include conveying information in the right context.

In English as a Foreign Language (EFL) teaching, textbooks serve not only as a source of knowledge but also help students think about language and cultural norms, including politeness (Huang, 2019; Zohrabi Mohammad & Kheradmand Marzie, 2014). Textbooks not only support the process of learning and acquiring a language but also act as the core of curriculum realization. (Ismael & Mohammadzadeh, 2022). In this sense, textbooks play a dual role in English language education: they not only develop students' linguistic competence, but also support character building by instilling values of respect, empathy, and cooperation in communication. At the same time, textbooks contribute to the growth of pragmatic competence, since they provide learners with examples of how language should be used appropriately in different social contexts. By integrating these two aspects, textbooks help prepare students to become both proficient English users and socially responsible individuals. Textbooks hold a significant position in the teaching of foreign languages because they generally act as the primary channel through which learners interact with the target language, in addition to the teacher. Generally, foreign language programs presented in textbooks are commercially oriented (Richards, 2001). In this context, textbooks can make a significant contribution by providing knowledge and skills that indirectly have a profound impact on students in an increasingly interconnected world.

The language of politeness in textbooks encourages critical awareness and knowledge to help students and teachers in character development. For example, Agustina and Cahyono (2016) explored the correlation between authority and the application of politeness strategies in English classroom interaction. The findings show that Indonesian students expect polite interactions from their teacher, and expressions such as "thank you," "sorry," and "please" are seen as respectful gestures. In this case, politeness becomes a pragmatic component consisting of various strategies. Experts have introduced the concept of politeness strategies, which require speakers to choose specific types of speech acts to achieve the intended level of politeness. Textbooks help English learners communicate effectively in achieving the target language (Tok, 2010). Therefore, textbook content must provide students with insights to become more proficient in English. In addition, Brown and Levinson (1987) explain that there are four classifications of politeness strategies aimed at preserving the hearer's face: bald on-record, positive politeness, negative politeness, and off record. An investigation into negative politeness strategies in English textbooks provides valuable insights into how they can provide support to students in understanding how to avoid, coerce, or intrude on others' personal space, thereby fostering respect and reducing possible threats to one's value or social status. Ardila (2017) said that the use of negative politeness strategies in daily conversation is

relatively rare. This shows that this strategy has not become a common part of everyday communication. This may be due to various reasons, such as people's habit of communicating directly and casually, especially in informal contexts, or the lack of demonstrating these strategies during language learning, as well as prevailing social norms.

In the environment of learning English as a Foreign Language, the ability to communicate with politeness is a skill that students need to have (Senowarsito, 2013). One of the appropriate approaches to improve this ability is "Negative Politeness", which is a language strategy with the aim of avoiding coercion, maintaining social distance, and showing respect to the interlocutor (Brown and Levinson, 1987). This way is very important in the Indonesian cultural context, which upholds politeness and peace in interaction (Wahyuni et al., 2024). The application of this strategy also makes students adjust to social manners when communicating in various cultures and improves their pragmatic ability in using English well (Leech, 2014; Yule, 2006). This approach not only trains students' linguistic abilities but also contributes to the development of the characters of empathy and respect, which are invaluable in social interaction and intercultural communication.

Several previous studies have examined the use of negative politeness strategies in the EFL classroom and materials. For instance, Bataineh et al. (2023) analyzed the *Action Pack* textbook series in Jordan and found that indirectness and hedging were the most dominant strategies at the lower grade levels, while more complex forms, such as apologizing or acknowledging imposition, were less frequent. In Indonesia, Wahyuni et al. (2024) focused on the *English for Nusantara* textbook for grade VIII, identifying strategies such as giving deference and questioning, which align with local cultural values of respect and hierarchy.

In addition, Panjaitan et al. (2025) analyzed negative politeness used by Eleventh-Grade students in English Learning at SMA Swasta Gajah Mada Medan and found that students often used indirectness to avoid confrontation. Sulistiyaningsih et al. (2021) the use of negative politeness strategies in casual conversation among graduate program students revealed that graduate students in academic discussions preferred strategies such as apologizing and hedging to minimize imposition. Similarly, Abdurahman & Manaf (2019) examines the use of negative politeness strategies to explain the implementation of negative politeness speech acts by teachers and students during classroom learning and found frequent use of expressions like *maaf* ('sorry'), *Permisi* ('excuse me'), and *kalaupun tidak salah* ('if I'm not mistaken') These expressions can minimize coercion or minimize the burden on the interlocutor. Furthermore, these questioning and answering speech acts can maintain the self-image of both the speaker and the interlocutor, thus making the speech acts perceived as polite by the interlocutor. Despite growing interest in negative politeness and its relevance to respectful communication, research specifically focusing on how these strategies are represented in junior high school English textbooks remains limited. Most existing studies either concentrate on general politeness strategies or investigate spoken classroom interaction, thus leaving a gap in the analysis of negative politeness in textbook content. Therefore, this

study was conducted to determine whether negative politeness is found in English as a Foreign Language (EFL) textbook for junior high school students through dialogue analysis. The researcher chose an EFL textbook entitled “English for Nusantara” for Junior High School/MTs Grade VII, published by the Ministry of Education, Culture, Research, and Technology. The researcher selected the EFL textbook titled “English for the Nusantara” because it was published and recommended by the Ministry of Education, Culture, Research, and Technology. This textbook is also used as a reference for teachers as it is part of the independent curriculum, which is officially implemented throughout Indonesia.

RESEARCH METHODOLOGY

The present study applies a qualitative approach by using content analysis. This method was employed to examine the sub-strategies of negative politeness found in the conversation sections of English for Nusantara, a textbook developed for seventh-grade junior high school students. Each page and chapter of the book was carefully reviewed to identify relevant conversational data. Content analysis, as defined by Krippendorff (1980, cited in Mayring, 2014), is a research technique used to draw replicable and valid inferences from texts—or other meaningful data—within their contextual use. In a broader sense, content analysis refers to qualitative techniques designed to describe forms of written, spoken, or visual communication (Silverman, 2011). In this research, the written data were derived directly from the textbook, and the process is referred to as textbook analysis. According to Zhang (2017), textbook analysis provides a relatively objective description that focuses on identifying the elements or content presented within the material. To ensure that the findings are valid and reliable, qualitative content analysis requires systematic and transparent procedures in processing the data. For this study, the steps of analysis were adapted from Miles and Huberman's (1994) framework, which outlines three stages: data reduction, data display, and conclusion.

FINDING AND DISCUSSION

Data Description

The data analyzed in this study are in the form of dialogue transcripts taken from the English textbook. The dialogues collected represent various oral interactions, including daily conversations between peers, exchanges between students and teachers, and interactions within the family setting. A total of 17 excerpts were identified as containing negative politeness strategies. These excerpts are categorized into five types. Each strategy in the following sections will be presented in this label format and accompanied by its contextual background, the utterances involved, and an explanation of the identified strategies. This approach allows the reader to trace each example back to its source while maintaining readability in the analysis.

Types of Negative Politeness Strategies

This section presents the findings of the analysis on the use of negative politeness strategies in the English for Nusantara VII textbook. The data were categorized based on Brown and Levinson's (1987) framework, which includes ten sub-strategies of negative politeness. From the analysis, five types of strategies were identified across the dialogues in the textbook. The distribution of these strategies is illustrated in Figure 4.1 below

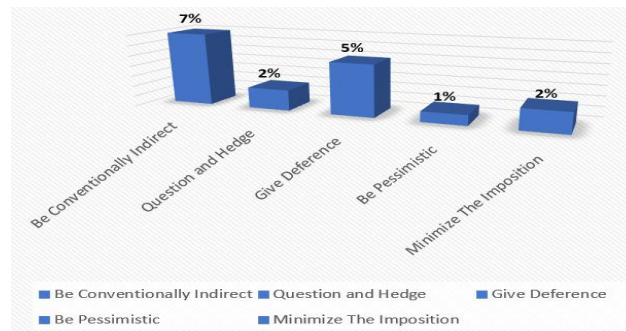


Figure 4. 1 Findings of Negative Politeness in English for Nusantara VII

The strategies found include question and hedge, be conventionally indirect, give deference, minimize the imposition, and be pessimistic. These strategies indicate that the dialogues in the textbook present various ways to reduce imposition, show respect, and maintain indirectness in communication. The presence of these strategies reflects the authors' efforts to model polite and culturally appropriate expressions for students, in line with Brown and Levinson's (1987) negative politeness framework.

Be conventionally indirect

Be conventionally indirect form of this strategy is generally employed by one of the participants who, in an indirect manner, shows agreement toward the wishes expressed by the interlocutor or speaker.

Extract 1. (001/NP01/P.21)

The following extract illustrates the use of the “be conventionally indirect” strategy as applied in the dialogue between Galang and Andre.



Figure 4. 2 Galang and Andre are introducing themselves to each other

The conversation took place when they met between Galang and Andre. In this case, Galang started the conversation by asking about Andre's hobby to open the conversation. Andre then proposed a plan to hang out together, but in a relaxed and non-pushy manner. The utterance “*Can I come to your house?*” is a yes/no interrogative from which, in this context, functions pragmatically as a request for permission. Following strategy 1 (be conventionally indirect), according to Brown & Levinson (1987), the request is conveyed indirectly to reduce the threat to the listener's negative face. This form can be observed from the interrogative structure, measured by the number of its occurrences in the data, and discussed how this form makes the request sound polite and gives the listener the freedom to accept or reject.



Figure 4. 3 Monita and Galang's favorite meals

Extract 2. (002/NP01/ P.61)

The following extract exemplifies the use of the “be conventionally indirect” strategy in an offer made by Monita to Galang.

In this context, Monita brings food in the form of banana fritters and wants to offer food to Galang without forcing or applying pressure. This utterance is an example of the be conventionally indirect strategy (Brown & Levinson, 1987) because the speaker uses an indirect question form, “*Would you like to have some?*” to offer food. Instead of using a direct command such as *Have some*, the speaker chooses an interrogative form with the modal *would*, which is conventionally interpreted as an offer. This strategy protects the negative face of the interlocutor by giving them space to accept or reject without pressure. Linguistically, the modal *would* and the interrogative form are common features of negative politeness strategies that rely on social conventions to reduce threats to the listener's freedom of action. In this interaction context, the use of the indirect form makes the offer sound more polite, neutral, and maintains the harmony of social relations.

Extract 3. (003/NP01/ P.106)

The extract below illustrates the application of the “be conventionally indirect” strategy in a request made by Andre during a visit to Galang’s house.



Figure 4. 3 Galang shows his house to Andre and Monita

The conversation takes place at Galang's house. The context of this conversation is that Galang greets Monita and Andre at the door, inviting them into the living room. Here, Monita, upon entering, expresses her admiration for Galang's house and specifically asks about the wood material of the walls. This demonstrates her observation and curiosity. Andre, inspired by the uniqueness of the house, requests a house tour. Andre's utterance contains negative politeness because he conveys the request gently to the listener. He says, “*Would you take us on a house tour?*” This utterance uses the strategy of Be conventionally indirect (Brown & Levinson, 1987) because it is delivered in the form of a polite question, “*Would you...?*”

rather than a direct command such as "Take us on a house tour." This question form allows the interlocutor to refuse or accept without feeling pressured, thus maintaining their negative face. The use of the modal would provide a hypothetical and polite nuance, which is commonly used to convey requests indirectly.

Extract 4. (004/NP01/ P.174)

The following extract demonstrates the “be conventionally indirect” strategy in a polite request made by a teacher during an online learning session.



Figure 4. 4 Online class rule

This interaction took place in an online learning space, where the teacher asked Andre and Pipit to turn on their webcams. This sentence includes the conventionally indirect strategy because the speaker (Mrs. Ayu) does not use a direct imperative form like "Turn on your camera," which sounds more commanding. Instead, she uses a question form with the modal can, which is conventionally understood in English as a polite request, not a literal question about ability. This form suggests that the interlocutor has a choice, thus reducing the threat to Andre and Pipit's negative face (the desire to act freely). The use of the student's name at the beginning of the sentence also functions as a personal address, while still maintaining formal distance as a teacher.

Extract 5. (005/ NP01/ P. 176)

The extract below presents the use of the “be conventionally indirect” strategy in a polite request made by Pipit through an online chat message.



Figure 4. 5 Pipit and Monita Chat

This conversation occurred when Pipit sent a chat message to Monita. Pipit mentioned Ibu Ayu's advice to stay focused on online learning and admitted that she was easily distracted. Then Pipit used hedging to request the listener. This sentence is in the form of a modal question, "Can you give me some tips?", which is used not to ask for literal ability, but rather to ask for help politely. According to Brown & Levinson (1987), this type of question is a conventionally indirect strategy because it disguises a request as a question. This strategy maintains the negative face of the interlocutor by giving the option to refuse without losing politeness. The choice of words "give me some tips" is also neutral and not commanding, demonstrating pragmatic sensitivity that meets academic standards.

Extract 6. (006/NP01/ P.210)

The following extract illustrates the "be conventionally indirect" strategy in a polite inquiry made by Pipit to Monita.



Figure 4. 6 Where is the teacher's room

Pipit initiated the conversation by asking where the teacher's lounge was. This request stemmed from a need to meet a teacher, Mrs. Ayu. Pipit sought to obtain information about the teacher's location. This sentence uses the modal question structure "Can you tell me where the teacher's room is?" which asks about ability, but pragmatically aims to request location information. Brown & Levinson (1987) state that being conventionally indirect is a strategy that packages requests or questions in a softer form, so that the interlocutor does not feel directly ordered. The use of this question form gives Monita the freedom to answer or refuse, maintaining negative face and avoiding the impression of being pushy.

Extract 7. (007/NP01/ P.210)

The extract below shows the use of the "be conventionally indirect" strategy in Pipit's polite inquiry about the location of the toilet.



Figure 4. 7 Where is the toilet room

The situation in this conversation is Monita giving directions to Pipit. Pipit asks Monita where the toilet is, with Pipit asking the question "Do you know where it is?", and Monita providing a detailed explanation. This question is a continuation of the previous interaction, but still maintains the form of an indirect request for information. The speaker does not say "Tell me where it is" (which is direct), but instead chooses the question form "Do you know..." to minimize the threat to the interlocutor's freedom. This strategy demonstrates negative politeness because it respects social distance and does not demand an answer imperatively.

a. Give deference

This strategy belongs to the category of negative politeness, which is realized by showing respect to the interlocutor. It aims to minimize the imposition and, at the same time, build a sense of intimacy between the participants in the conversation.

Extract 8. (008/NP05/ P.27)

The following extract exemplifies the "Give deference" strategy through the use of formal greetings and honorifics in a school setting.

This greeting happens when students meet in the school environment and greet the teacher before starting the conversation. By saying "Good morning, Pak. Edo, how are you today?", this utterance shows respect to the interlocutor through a formal greeting (Good morning) and the use of a local honorific title (Pak), which is equivalent to Mr. in English. According to Brown & Levinson (1987), the fifth strategy (Give deference) is carried out by acknowledging the social status or authority of the interlocutor. This form can be observed from the use of honorifics and formal greetings, measured from their occurrence in the interaction, and discussed its impact on reducing the threat to the listener's negative face. In this context, the speaker asserts respect while maintaining polite social relations. According to Meiratnasari et al. (2019), they found that the use of formal greetings in academic settings functions as a negative politeness tactic to show and express respect for lecturers.

Extract 9.(009/NP05/P.66)



This extract depicts Monita's family lunch. Monita tries various dishes from her father.

Figure 4. 8 Monita's Family lunch

The speaker (child) *thanks* his father for a special lunch. According to Brown & Levinson (1987), the strategy of giving deference is used to show respect or appreciation for the interlocutor. This expression of thanks serves to acknowledge the father's efforts and maintain negative face by avoiding the impression of disrespect. The use of "Dad" at the end also adds emotional closeness and reinforces the nuance of personal respect.

Extract 10. (010/NP05/P.64)

This extract depicts a family interaction in which the father warmly congratulates Monita's mother on her professional achievement, creating an atmosphere of respect and celebration.



Figure 4.9 Special day

In this conversation, the father opens the conversation by announcing that there is a special meal for lunch. This immediately creates a curious and positive atmosphere. He responds enthusiastically and asks about the reason behind the celebration. This shows that he shares the joy and wants to know more. In this case, the father describes the main news story that is the reason for the celebration: Monita's mother received a promotion. This utterance is a strategy of Give deference (Brown & Levinson, 1987) because the speaker shows respect and appreciation to the interlocutor through *congratulations*. By giving congratulations, the speaker acknowledges the achievement of the interlocutor and places himself in a socially subordinate position to highlight the achievements of others. This strategy maintains the negative face of the interlocutor because it provides recognition without interfering with their freedom. In this context, the use of the word "Mom" also adds a personal yet polite element, demonstrating family warmth as well as an awareness of hierarchy and the respect due.

Extract 11. (011/ NP05/ P. 174)

This extract presents a moment in an online classroom where the teacher addresses all students collectively to maintain order while minimizing the sense of imposition.

The situation in this conversation is a teaching and learning process where Mrs. Ayu, a teacher, is teaching and asks her students to turn off their microphones. In the online classroom setting, this explains that, although it is a direct command

(imperative), the use of the general term "students" as a collective term reduces the impression of coercion and makes the instruction sound more neutral. According to Brown & Levinson, minimizing the imposition is used to reduce the burden of the command on the interlocutor. In the context of online classes, the use of collective instructions like this serves to maintain students' negative face while maintaining discipline.

Extract 12. (012/NP05/ P.210)

This extract captures an exchange in which Pipit expresses gratitude to Monita after receiving assistance, reinforcing respect and maintaining positive social relations.



Figure 4. 10 Expressing gratitude

In the conversation, Pipit expressed his gratitude to Monita for providing directions to the restroom and the teachers' lounge. The expression "Thank you" in this conversation serves to convey appreciation and respect to the other person after receiving assistance. Within the Brown & Levinson framework, giving deference is used to place the other person in a socially superior position or to acknowledge their contribution. By expressing gratitude, Pipit maintains a good relationship, acknowledges Monita's efforts, and indirectly demonstrates the value of the assistance.

Question and hedge

This negative politeness strategy is based on the assumption that the hearer may be reluctant to fulfill the speaker's request. Therefore, hedges are employed to soften the utterance and reduce the potential threat to the hearer's face

Extract 13. (01/NP02/ P. 21)

The following extract illustrates the "Question, hedge" strategy as used in a casual conversation between Galang and Andre in the English for Nusantara textbook grade VII.



Figure 4. 11 Galang and Andre Hobby's

The conversation takes place between Galang and Andre. In this case, Galang begins the conversation with a question about Andre's hobby to open the conversation. Furthermore, Andre then proposes a plan to hang out together, but in a relaxed and non-pushy manner. This shows that he respects Galang's freedom to refuse. This utterance uses the word "maybe" as a form of hedge to indicate uncertainty and reduce the power of the invitation. According to Brown & Levinson (1987), strategy 2 (Question, hedge) functions to weaken the impact of the Face Threatening Act (FTA) by giving the listener space to refuse without losing face. This form can be observed from the presence of the word "maybe", measured by its occurrence, and its effect on the level of politeness is discussed. In this context, the speaker makes the invitation sound more polite and less pushy. Other research also shows that there are efforts to minimize the occurrence of FTA by using negative politeness. Speakers use negative politeness to minimize the burden because the interlocutor has greater power than the speaker (Dharmayanti et al., 2018).

Extract 14. (014/NP02/ P. 64)

This extract presents a family interaction in which Monita responds to her father's announcement with a polite question that expresses curiosity without applying pressure.



Figure 4. 12 special day mother monita's

In this conversation, the father is celebrating his wife's (Monita's mother) promotion at work by cooking a special lunch for their family. This utterance is a Question Hedge strategy (Brown & Levinson, 1987) because it is delivered in the form of a question that gives the interlocutor the choice to provide information or not.

Monita does not immediately demand an answer, but rather expresses curiosity in a non-pushy way. The phrase *"what's so special"* is a form of hedge that softens the request for information, while the use of the word "Dad" at the end maintains the warmth of the interaction and reduces the impression of confrontation. This strategy serves to protect the interlocutor's negative face, namely their freedom to choose how to respond.

Minimize the imposition

This strategy falls under negative politeness, typically used to lessen the coercive pressure on the hearer.

Extract 15. (015/ NP04/P.174)

The following extract illustrates the "Minimize the imposition" strategy as applied by a teacher in introducing classroom rules before commencing the lesson.



Figure 4. 13 Class online

In this conversation, before starting the main lesson, besides asking students to mute their microphones, the teacher will explain the class rules that must be followed. This is done to ensure the learning process can proceed in an orderly and effective manner. The phrase *"before we start the class"* serves as an opening, signaling that the discussion of rules is not sudden but has a clear purpose. The phrase "let's talk" creates a collaborative atmosphere, not a unilateral order. According to Brown & Levinson's theory, this is a strategy of minimizing the imposition—that is, reducing the burden on the interlocutor by providing context and involving them in a participatory manner. This approach demonstrates the teacher's sensitivity in maintaining students' negative face while managing the class politely and efficiently.

Extract 16. (016/NP04/ P.176)

This extract presents an online chat interaction in which Monita responds to Pipit's request for study tips in a considerate and non-imposing manner.

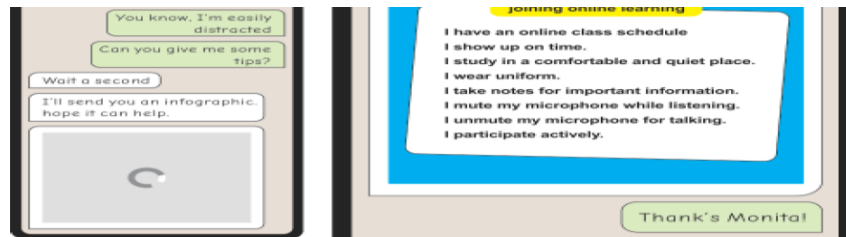


Figure 4. 14 Pipit and Monita chat

In this dialogue, the situation in this conversation is Monita giving tips to Pipit on how to focus on online learning. Pipit has a problem and tells Monita via message that she is easily distracted when studying online and asks for advice. Monita responds to the request by promising to send an infographic containing tips that are expected to help Pipit. In this case, the statement "Wait a second" indicates that help will be provided, but is delivered in a way that reduces the impression of being pushy so that the listener does not feel pressured. The second sentence shows the intention to help ("hope it can help"), which is optional and supportive, not an instruction. According to Brown & Levinson, minimizing the imposition occurs when the speaker downplays the weight of his actions so as not to interfere with the listener's freedom. In this context, Monita maintains politeness while still fulfilling Pipit's request.

Be pessimistic

Expressing pessimism about a request is one of the negative politeness strategies intended to increase the likelihood that the hearer will grant it. This approach is carried out openly, acknowledging the possibility of non-compliance.

Extract 17. (017/NP03/ P.31)

This extract illustrates the application of the Be pessimistic strategy, in which the speaker expresses hesitation and indirectness when responding to an invitation.



Figure 4. 15 Hobby of Fishing

In this dialogue, Andre and Galang are discussing their hobby of fishing. Galang is a fisherman who regularly does his hobby every week. He invites Andre to join him fishing, but Andre declines with the excuse of "next time." Andre is interested in Galang's fishing hobby, but is not ready to join. This utterance is a form of the Be pessimistic strategy (Brown & Levinson, 1987) because the speaker expresses hesitation to accept the invitation directly. The phrase "*Well, maybe next time*" indicates uncertainty and the possibility of delay, which serves to reduce the threat to the negative face of the interlocutor, namely, Galang's freedom not to feel rejected directly. This can be measured from the presence of linguistic markers of uncertainty (*maybe*) and delay (*next time*), which can be directly observed in the interaction and can be discussed from a pragmatic perspective as a form of rejection mitigation. In this context, this strategy helps maintain social relationships to remain harmonious even though the request or invitation is not fulfilled. Therefore, Andre's response is an action of the Be pessimistic strategy because he avoids direct rejection and provides reasons that do not threaten their interpersonal relationship.

Conclusion And Recommendations

This study was conducted to examine the types of negative politeness strategies represented in the English for Nusantara textbook for Grade VII of SMP/MTs. The analysis revealed that the textbook displays a limited range of strategies, as only five of the ten strategies outlined by Brown and Levinson (1987) were identified within the dialogues. These include being conventionally indirect, questioning and hedging, giving differentiation, showing pessimism, and minimizing imposition. Among them, the most dominant strategy is conventional indirectness, which indicates that the textbook places greater emphasis on indirect expressions as the primary form of politeness for beginner learners. Such emphasis demonstrates the authors' intention to provide students with safe, non-threatening language choices that respect the interlocutor's autonomy.

The occurrence of deference, particularly through the use of Indonesian honorifics like Pak and Ibu, also reflects the integration of local cultural values of respect and hierarchy into the learning process. This integration corresponds to the national curriculum's focus on character education, which encourages learners to apply polite forms not only in classroom interactions but also in broader social contexts. On the other hand, the absence of several other strategies—such as apologizing, impersonalizing speaker and hearer, nominalization, stating the FTA as a general rule, and going on record as incurring debt—suggests that the scope of politeness strategies available to students is relatively narrow. Such limitations may reduce their opportunities to develop comprehensive pragmatic competence for diverse communicative situations.

In conclusion, while the English for Nusantara Grade VII textbook incorporates certain negative politeness strategies that align with both international EFL practices and Indonesian cultural norms, expanding the variety of strategies presented would provide students with richer resources for communicating politely and appropriately in different cultural and social contexts.

REFERENCES

- Abdurahman, A., & Manaf, N. A. (2019). *Realization of Negative Politeness Strategy on Speech Act of Questions and Answers in the Learning Processes*. 301(Icla 2018), 625–631. <https://doi.org/10.2991/icla-18.2019.103>
- Agustina, S., & Cahyono, B. Y. (2016). Politeness and Power Relations in EFL Classroom Interactions: A Study on Indonesian Learners and Lecturers. *International Journal of Language and Linguistics*, 92-100.
- Ardila, I. (2017). The Analysis of Negative Politeness Strategies Used by the Characters in “Perfume, the Story of a Murderer” Movie. *Jurnal Al-Risalah*, 13, 21–36.
- Bataineh, R. F., Salman, F. A., Alroumi, H. J., Al Jawarneh, R. S., Shkour, A. G., Okour, S. A., & Al-Jamal, D. A. (2023). Negative Politeness Strategies in Jordanian EFL Textbook Dialogs: A Content Analysis of Action Pack 5 through 10. *Journal of Ethnic and Cultural Studies*, 10(5), 136–146. <https://doi.org/10.29333/ejecs/1762>
- Borris, D., & Zecho, C. (2018). The linguistic politeness is seen in the current study issue. *Linguistics and Culture Review*, 2(1), 32–44. <https://doi.org/10.37028/lingcure.v2n1.10>
- Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage* (2nd ed.). Cambridge University Press.
- Cortazzi, M. & Jin, L. (1999). Cultural mirrors: materials and methods in the EFL classroom.
- Cunningsworth, A. (1995). *Choosing your coursebook*. Heinemann.
- Goffman, E. (1955). On face-work: an analysis of ritual elements in social interaction. *Psychiatry: Journal for the Study of Interpersonal Processes*, 18, 213–231.
- Huang, P. (2019). Textbook interaction: A study of the language and cultural contextualisation of English learning textbooks. *Learning, Culture and Social Interaction*, 21 (December)
- Ismael, S. M. I. & Mohammadzadeh, B. (2022). Gender representation in EFL textbooks used in state schools in Northern Iraq and teachers’ perceptions of gender role stereotypes. *Interactive Learning Environment*, 1-18. <https://doi.org/10.1080/10494820.2022.2029495>.
- Kovač, M., & Šebart, M. (2019). Educational publishing: How it works: Primary and secondary education publishing. In A. Phillips & M. Bhaskar (Eds.), *The Oxford Handbook of Publishing* (pp. 1–18). Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780198794202.013.14>.
- Leech, Geoffrey. (2014). *The Pragmatics of Politeness*, Oxford Studies in Sociolinguistics (online edn, Oxford Academic, 21 Aug. 2014), <https://doi.org/10.1093/acprof:oso/9780195341386.001.0001>.
- Leech, G.N. (1983). *Principles of Pragmatics* (1st ed.). Routledge. <https://doi.org/10.4324/9781315835976>
- López-Barrios, M., & Villanueva de Debat, E. (2014). Global vs. local: Does it matter? In S. Garton & K. Graves (Eds.), *International perspectives on materials in ELT*

- (pp. 37–52). Palgrave Macmillan.
- McGrath, I. (2013). *Teaching materials and the role of EFL/ESL teachers*. Bloomsbury.
- Mahmud, Murni. (2019). The use of politeness strategies in the classroom context by English university students. *Indonesian Journal of Applied Linguistics*, 8.597.10.17509/ijal.v8i3.15258.
- Mayring, P. (2014). Qualitative Content Analysis: Theoretical Foundation, Basic Procedures and Software Solution. *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research*, 10, 1–143.
- Meiratnasari, A., Wijayanto, A., & Suparno (2019). An analysis of Politeness Strategies in Indonesian English Textbooks. *ELS Journal on Interdisciplinary Studies in Humanities*, 2(4), 529-540.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Sage Publications.
- Ogiermann, E. (2009). Politeness and indirectness across cultures: A comparison of English, German, Polish, and Russian requests. *Journal of Politeness Research*, 5(2), 189-216. <https://doi.org/10.1515/JPLR.2009.011>
- Rahayuningsih, D., Saleh, M., & Fitriati, S. W. (2020). The Realization of Politeness Strategies in EFL Teacher-Students Classroom Interaction. *English Education Journal*, 10(1), 85–93. <https://doi.org/10.15294/eej.v10i1.33822>
- Richards, J. C. (2017). *Curriculum Development in Language Teaching*. Cambridge University Press.
- Richards, J. C. (2001). The role of textbooks in a language program. <http://www.professorjackrichards.com/wp-content/uploads/role-of-textbooks.pdf>
- Senowarsito, S. (2013). Politeness Strategies in Teacher-Student Interaction in an EFL Classroom Context. *TEFLIN Journal*, 24, 82-96.
- Smart, A., Sinclair, M., Benavot, A., Bernard, J., Chabbott, C., Russell, S. G., & Williams, J., et al. (2020). Learning for uncertain futures: the role of textbooks, curriculum, and pedagogy. Background paper for the futures of education initiative. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000374078>
- Sulistiyaningsih, E. F., Mujiyanto, J., & Widhiyanto, W. (2021). The Use of Negative Politeness Strategies in Casual Conversation Among the Graduate Program Students. *English Education Journal*, 11(2), 228–236. <https://doi.org/10.15294/eej.v11i1.42401>
- Sugiyono, D. (2010). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Alfabeta.
- Tomlinson, B. (2018). Making typical coursebook activities more beneficial for the learner. In D. Bao (Ed.), *Creativity and innovations in ELT material development* (pp. 21–34). Multilingual Matters.
- Tok, Halime. (2010). TEFL textbook evaluation: From teachers' perspectives. 5. 508-517.
- Panjaitan, J. T., Octavianna, Y., & Silitonga, H. (2025). *An Analysis of Negative Politeness Strategy Used by Eleventh-Grade Students in English Learning at SMA Swasta Gajah Mada Medan*. 6810, 10–18.
- Wahyuni, S., Yuliasri, I., & Haryanti, R. P. (2024). *Negative Politeness Strategies in*

EduInovasi: Journal of Basic Educational Studies

Vol 5 No 3 (2025) 1450–1469 P-ISSN 2774-5058 E-ISSN 2775-7269

DOI: 47467/eduinovasi.v5i3.10205

English for Nusantara Textbook for Learners. 14(1), 63–72.

Yule, George. (1996). *Pragmatics*, Edited by H.G. Widdowson, Oxford University Press. Oxford University Press.

Wahyuni, S., Yuliasri, I., & Haryanti, R. P. (2024). *Negative Politeness Strategies in English for Nusantara Textbook for Learners*. 14(1), 63–72.

Zelika, R., Suharjito, B., & Fitriani, I. (2025). *Politeness Strategies I N The “English For Nusantara”*: 6(1), 332–344.

<https://doi.org/10.22236/ellter.v6i1.17204.g5380>

Zhang, X. (2017). A Critical Review of Literature on English Language Teaching Textbook Evaluation: What Systemic Functional Linguistics Can Offer. *Journal of Language and Cultural Education*, 5(1), 78–102. <https://doi.org/10.1515/jolac>