



Comparison of Positive Politeness Strategies by Ellen to Interact with Her Guests of Age Groups

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Abstract

Politeness cannot be achieved directly when people are born because of genetic factors or special characteristics given by God. It needs to be learned, and they should consider whom they speak to establish a good relationship between the speaker (S) and hearer (H) in the social interaction. This study aims to explain the similarities and differences between the use of positive politeness strategies by Ellen in her interaction with adult and young guests. The transcript of Ellen's talk show becomes the primary source of this study where the data were analyzed by using Brown and Levinson's theory. This study was descriptive qualitative research with a pragmatic approach. Based on the data analysis, Ellen applied noticing, exaggerating, and intensifying interest to H, using in-group identity markers, seeking agreement, asserting common ground, being optimistic, including S and H in the activity, and giving gifts in her communication with adult and young guests. The strategy of using in-group identity markers is frequently used in Ellen's interaction with a percentage of 27,8%. In addition, in Ellen's interaction with the young guests, the noticing strategy is the most dominant strategy with a percentage of 25%. The strategies of avoiding disagreement, joking, promising, and giving reasons were only applied in her interaction with the adult guests. Therefore, Ellen's decision to use these positive politeness strategies can save the hearers' positive face and maintain the relationship among them. As a result, this study contributes to English language teaching in class interaction, especially in fulfilling the students' positive face.

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INTRODUCTION

Language and culture are related to each other. They are related to the way people think, the way people behave, the way they influence other behavior, and how they use language that is appropriate to ethics (Nursyahidah, 2017). For example, one's social and psychological condition and cultural life can affect the language used in daily communication. Therefore, language is an essential part of understanding human behavior that has several functions depending on how the language is used.

Indonesians consider the language they use as to whom they speak including what the background of the hearer is, how close the speaker and the hearer are, and how old the hearer is. Furthermore, Crystal (1997) argues that to express respect to one another, many communities implement a complicated system of linguistic levels in which the levels will partly reflect a social class or caste structure, but other criteria such as age, sex, kinship relationship, occupation, religious affiliation, or number of possession may impact the choice of forms. Thus, the way the speaker respects the hearer in communication through his behavior and language used is the concrete entity of politeness.

Politeness, especially polite language, is something that has to be learned because it cannot be obtained directly when people are born because of genetic factors or special characteristics given by God (Watts, 2003). However, in doing social interaction, the speaker needs to establish a good relationship between both S and H. For this reason, politeness becomes the main concern in avoiding facing threats to H.

Ellen DeGeneres Show is chosen as the object of this study because there is a natural interaction between the host and the guests in which threatening the guests' faces potentially happens. In addition, the host should mind the way they speak either to children, teenagers, or adults. It is necessary to save the other's face so that the interlocutor can get S's point, and he can give a response appropriately. Hence, a politeness strategy is needed in this kind of communication

to minimize the Face Threatening Act (FTA) that inherently threatens the face of the hearer.

Several studies that have been conducted related to politeness strategies on talk shows are Santoso and Musyahda (2014), Hayati (2015), Siburian (2016), Selfia and Marlina (2016), Sembiring (2017), Ruansyah and Rukmini (2018), and Rahmawati et al. (2019). They focus on all strategies of politeness that are used by the host to his or her guests. Santoso and Musyahda described the politeness strategies in *Hitam Putih* talk show. The different object becomes the gap between their study and this one. They found that the host of the talk show tends to use bald on-record strategies while the guest tends to use positive politeness and off-record strategies. Thus, they can minimize the FTA depending on how the hearer interprets the speaker's utterances.

Hayati did her study by analyzing *Talk Indonesia* talk show. She thought that good communication could be created by applying politeness strategies. That is her reason for doing this analysis. Furthermore, there are three strategies of politeness used by the host including bald on record, positive politeness, and negative politeness. She explained that the use of those strategies is influenced by relative power, social distance, and rank of imposition. From those results, the gaps between Hayati's study and this one are on the object of the study and the strategies used by the host.

Soimah talk show program becomes Siburian's object of study. From her analysis, it revealed that the host use all strategies of politeness. In addition, Selfia and Marlina chose *Hitam Putih* talk show to be analyzed. By analyzing the host's utterances, they found that Corbuzier also applied four strategies of politeness. Hence, the focus of those studies is different from this one focusing on one strategy of politeness namely positive politeness.

Next, other concerns of politeness strategies analysis were also shown by Ayuningrum et al. (2018), Sibarani and Marlina (2018), Nurrahmah et al. (2020). They analyzed the politeness strategies applied in debate of different subjects that discussed different topics

such as the members of UKM Debate, Donald Trump, and Indonesian versus Malaysian students by using Brown and Levinson's theory. From this research, it was found that the most prominent politeness strategy used in those debates to convey their arguments was the positive politeness strategy.

Specifically analyzing the positive politeness strategy was previously done by Archia (2014), Kamlasi (2017), and Pradnyani et al. (2017). Kamlasi analyzed the students' utterances in their conversation. On the other hand, Archia and Pradnyani with his two partners analyzed the positive politeness strategy realized in the movie used by the characters in which the different object of the study showed different finding of the use of politeness strategies.

To sum up, this study is aimed to investigate: (1) the use of positive politeness strategies by Ellen in her interaction with the adult and the young guests; and (2) the similarities and the differences between the use of positive politeness strategies by Ellen in her interaction with the adult and the young guests.

Then, the findings of the analysis provide the benefits for the readers. For instance, this study is useful for the teachers in teaching-learning process to fulfill the students' want by applying the strategies of positive politeness. Furthermore, after reading this study, the readers are able to consider to whom they can use these strategies in doing communication, especially when the teacher talks to the students, and vice versa.

METHOD

The purpose of this study is to investigate the use of positive politeness strategies by Ellen in her interaction with the adult and the young guests, and the similarities and the differences between the use of positive politeness strategies by Ellen in her interaction with the adult and the young guests. This study was descriptive qualitative research with a pragmatic analysis in which it used qualitative data that was analyzed by using pragmatics and explained descriptively. The data of this study were taken from YouTube

platform that is the Ellen Talk Show. There are six guests of different backgrounds chosen to be analyzed. They are the three adult guests and the three young ones. Hence, the object of this study was the utterances of the host, Ellen, that were uttered to her six guests.

The influential step in doing research is collecting the data. There are several steps done in gathering the data. Finding *The Ellen Show* program in YouTube platform was the first step in collecting the data. It was continued to observe several videos, and selected the appropriate ones. After determining the six videos, watching them for several times was done to understand the content and get utterances as the main data of this study to be analyzed by transcribing the conversation between Ellen and her guests.

After the data were collected, the data were analyzed. There are some steps applied in analyzing the data that are elaborated as follows. Firstly, data management was done by organizing the data into file folder, then converting the files into appropriate text units such as word, phrase, clause, sentence, or the whole conversation. Then, the data were classified based on the strategies of positive politeness that were continued to be represented in the findings of the analysis.

In brief, to avoid the bias that might arise from a single data analyst, investigator triangulation was used in this study. It also cooperated to increase the reliability of the study.

RESULTS AND DISCUSSIONS

The way people talk to adults and young ones is different. The speaker should consider the appropriate strategy in doing communication. That is to save the addressee's face, and to maintain the relationship between the speaker and the hearer. For this reason, to answer the research problem of the study, here are the tables presenting the result of the analysis. Then, the findings of the study about the use of the positive politeness strategies by Ellen in her interaction with the adult and the young guests are described.

Table 1. Positive politeness strategies in Ellen’s interaction with the adult guests

No.	Strategy	Freq.
1.	Noticing	20
2.	Exaggerating	13
3.	Intensifying interest to H	3
4.	Using in-group identity markers	32
5.	Seeking agreement	21
6.	Avoiding disagreement	3
7.	Asserting common ground	6
8.	Joking	4
9.	Concerning for H’s wants	0
10.	Offering, promising	1
11.	Being optimistic	1
12.	Including both S and H in the activity	5
13.	Giving	4
14.	Assuming or asserting reciprocity	0
15.	Giving gifts to H	2
Total		115

According to the table, it can be ordered from the highest percentage to the lowest one. They are the strategies of using in-group identity markers (27,8%), seeking agreement (18,3%), noticing (17,4%), exaggerating (11,3%), asserting common ground (5,2%), including both S and H in the activity (4,3%), joking and giving or asking for reasons (3,5%), intensifying interest to H and avoiding agreement (2,6%), giving gifts to H (1,7%), promising and being optimistic (0,9%). Hence, Ellen mostly applies the strategy of using in-group identity markers in her interaction with adult guests in the different occurrence of each guest.

Based on the finding of the interaction between Ellen and the three adult guests, the used strategies are all strategies of positive politeness except asserting S’s knowledge and assuming reciprocity strategies. To illustrate this, each strategy used by Ellen in her interaction is explained below.

Noticing or Attending to H

In Ellen’s interaction with the adult guest, she said “*You were pregnant, and now your daughter is 17 years old.*” to one of her guest, Cheryl. It indicates that she notices her guest since she was pregnant so that she knows that her guest’s daughter has been seventeen years old in this time. Consequently, that utterance said by Ellen is to maintain the relationship between both of them by saving her guest’s positive face.

Exaggerating

Exaggerating strategy is not only applied by emphasizing the intonation but also using exaggerative words. From this explanation, the statement uttered by Ellen in her interaction with Cheryl reveals that she applies the strategy of exaggerating. She uses a phrase ‘*a big family*’ that is emphasized by expressing the phrase ‘*a huge family*’. It means that she exaggerates her utterance by using the exaggerative words. Thus, Ellen tried to fulfill the interlocutor’s want to be approved.

Intensifying Interest to H

Ellen utters the expression “... *You shared a trailer, right?*” drawing that Ellen involves Cheryl as the participant in their interaction by applying the tag question. It also occurs in Ellen’s interaction with Lester. On the other hand, this third strategy of positive politeness is not used by Ellen in her interaction with Alessia. As the result, the strategy of intensifying interest to H is rarely used by Ellen in her interaction with her adult guests.

Using in-group Identity Markers

Ellen says “*But nobody’s living at home with y’all?*”. The use of contraction in the utterance means that Ellen and Cheryl share the mutual knowledge so that both of them can understand the context they discuss. Therefore, it indicates that they have close relationship because there is not distance between both of them.

Seeking Agreement

Expressing brief agreement is done by Ellen in her interaction with Alessia. She said 'Yeah' when Alessia has not finished her story telling. In addition, other expressions of brief agreement uttered by Ellen to Alessia are 'okay' and 'yep'. Thus, it demonstrates that Ellen listens correctly to what her guest has said so that she can satisfy the H's face.

Avoiding Disagreement

Based on the data, Ellen responds the preceding speaker by doing token agreement in which she prefers to say 'Yes, yes. But ...' rather than explicitly say 'No'. It means that Ellen tries to avoid disagreement. As the result, to minimize a threat to the hearer, Ellen applied this sixth strategy of the positive politeness.

Presupposing Common Ground

In Ellen's conversation with Lester, she used pronoun 'we' although it only refers to H. It is used extensively as positive politeness form to give comfort to the hearer in the conversation. Thus, this technique can be used to reduce the distance between Ellen and her guest.

Joking

In the Ellen's interaction with Cheryl, she responded her guest by making a joke in which she repeats what her guest says and they laugh together. Hence, making a joke applied by Ellen in her interaction with the adult guests is to reduce the FTA.

Promising

According to the data analysis, Ellen says "Yeah. Maybe I'll do it one day." meaning that Ellen will do what Cheryl wants Ellen to do. Regardless, Ellen may not do it later. Promising done by Ellen demonstrates her good intention to satisfy H's positive-face want. For this reason, she can redress the potential threat of some FTAs in the interaction with her guest, Cheryl.

Being Optimistic

Using optimistic expression occurs in Ellen's communication with Lester. She is sure

that something will be fun, and she assumes that Lester considers it too so that they have the mutual shared interest or opinion. It is done by Ellen to minimize the size of the hearer's face threat. Consequently, the cooperation between Ellen and Lester in their interaction can be maintained well.

Including Both S and H in The Activity

Ellen says "... Let's talk about your new album ..." in her interaction with Alessia. She uses the inclusive 'we' form that really means Ellen and Alessia, her guest. By using it, she can claim the cooperative assumption between both of them in their conversation. Thereby, she can redress the FTAs.

Giving Reasons

Ellen wants to talk about anxiety with Alessia, and she tells the reason of why she wants to talk about it. By applying this strategy, it implies that Ellen attempts to avoid the FTA. Thus, giving the reason is a conventional form of positive politeness.

Giving gifts to H

Ellen utters the expression implying that she, as if, understands Lester's condition. By demonstrating that Ellen knows how Lester's condition is, she can satisfy the H's want to be fulfilled. Besides, Ellen gives a tangible gift to Lester, and she shows how it goes. In this circumstance, Lester is happy to receive the gift meaning that by applying this strategy, Ellen can satisfy H's positive-face want. As the result, the speaker can maintain her relationship with the hearer.

Table 2. Positive politeness strategies in Ellen's interaction with the young guests

No.	Strategy	Freq.
1.	Noticing	15
2.	Exaggerating	6
3.	Intensifying interest to H	7
4.	Using in-group identity markers	12
5.	Seeking agreement	5
6.	Avoiding disagreement	0
7.	Asserting common ground	1
8.	Joking	0
9.	Concerning for H's wants	1
10.	Offering, promising	0
11.	Being optimistic	1
12.	Including both S and H in the activity	3
13.	Giving	0
14.	Assuming or asserting reciprocity	0
15.	Giving gifts to H	9
Total		60

The table shows that the strategy of attending to H is the most dominant strategy used by Ellen in her interaction with young guests in the percentage of 25%. It is followed by the strategies of using in-group identity markers (20%), giving gifts to H (15%), intensifying interest to H (11,6%), exaggerating (10%), seeking agreement (8,3%), and including both S and H in the activity (5%). The occurrence of asserting common ground, presupposing H's knowledge and being optimistic strategies is the lowest percentage in applying the positive politeness strategies that is 1,7%. Therefore, there are five strategies of positive politeness that are not applied by Ellen in her interaction with young guests.

Finding shows that the use of these strategies in Ellen's interaction with her young guests occurs sixty times. As the illustration, Ellen applies ten strategies of the whole ones that can be seen in the table 2. She needs to apply these positive politeness strategies by thinking of the addressees' desires directed to their positive face. For this reason, each strategy applied by Ellen in

her interaction with the young guests is explained as follows.

Noticing or Attending to H

Ellen : Your cute little outfit, your cute little bows in your hair, your cute little hair, and your cute little self.

Taylor : Thank you, Ellen.

In this dialogue, Ellen attends to Taylor's appearance, and commends her. It includes Taylor's outfit, her hair and bows in it. This strategy is applied in the beginning of the conversation. To illustrate this, Ellen uses this strategy to fulfill her guest's desire to be noticed. Thus, she can enjoy the interaction.

Exaggerating

Taylor : No. I get one every year.

Ellen : Oh you do? Wow... that's amazing. That's amazing. ...

This dialogue discusses about the perfect attendance pencil that her guest gets at her school. She gets this pencil as her attendance award. In addition, Ellen feels amazed because her guest gets it every year so that she exaggerates her compliment to her. As the result, it is done by Ellen to satisfy the hearer's positive face.

Intensifying interest to H

Ellen : ..., Yeah... That was very sweet of her, right?

Taylor : Hmmm...

In this dialogue, the guest tells that her perfect attendance pencil is found by her classmate, and she kindly gives it to her. Ellen responds her explanation by showing her interest of their conversation. For example, she uses question tag drawing that Taylor is as participant into the dialogue. For this reason, applying the third strategy of positive politeness aims to maintain the hearer's positive face.

Using in-group identity markers

Ellen : I mean that's a big deal. How'd you feel?

Alan : It felt really nice. ...

In the above dialogue, Ellen contracts her utterance that is associated with smallness. It can

be understandable because they share some knowledge about the context. Ellen attempts to make her guest enjoy the conversation because she does not use the formal structure. For this reason, it marks the utterance as being positively polite.

Seeking agreement

Alan : Yeah. I had a pizza party, and we... I bought a red carpet,

Ellen : Mm hmm...

Alan : And I'm like "I know what a red carpet is, but what is it for?"

Applying brief agreement done by Ellen in her interaction with Alan is intended to maintain her relationship with him. In this dialogue, Ellen takes the respondent role when her guest is explaining his answer of her previous question. For instance, she says "Mm hmm..." meaning that she listens to the hearer well. For this reason, the hearer's positive face can be fulfilled.

Asserting common ground

Ellen applies this strategy in her interaction with Taylor in the form of point-of-view by using the expression "You Know". It is used by her even though she knows that her guest could not possibly know what she means. The intention of using this phrase is to express Ellen's emphatic agreement or understanding so that it draws the hearer into it.

Asserting S's knowledge of and concerning for H's want

This strategy is applied once by Ellen in her interaction with Peter. This way is applied to indicate that Ellen as the host and Peter as the guest are cooperators. It is used to assert knowledge of H's want and fit in with other's want. To illustrate this, Ellen states her guest's want, and she grants it for him. As the result, she fulfills the hearer's positive face so that she can maintain the relationship between them.

Being optimistic

Ellen : Yeah... That's great. He must be so happy cause you rescued him.

Alan : Yeah... Ehemmm...

From Ellen's statement, she assumes that her guest, Alan, will cooperate with her because they have a mutual shared interest. For this reason, she can save the hearer's positive face.

Including both S and H in the activity

Ellen : No. I'm gonna have to get you a big backpack though.

Taylor : Yep.

Ellen : All right.

All right, we'll be right back.

In the above dialogue between Ellen and her guest, she uses the inclusive form of 'we' that really means both of them. The use of 'we' form is to involve the hearer in the activity. Hence, Ellen as the host can redress the FTA of the hearer that is Taylor as the guest.

Giving gifts to H

Ellen : Oh... Wow... What do you do on a plane for that long?

Peter : I watch, I sleep, I watch and eat and sleep.

By saying the above utterance, Ellen fulfills Peter's want that is to be cared. This is a way in the strategy of giving gift to the hearer. The intention of doing this strategy is to make the addressee comfortable in the interaction so that Ellen can redress the FTA during the conversation.

Next, to conform the second objective of the study, the percentages of each positive politeness strategy realized in Ellen's interaction with the adult and the young guests are illustrated as follows.

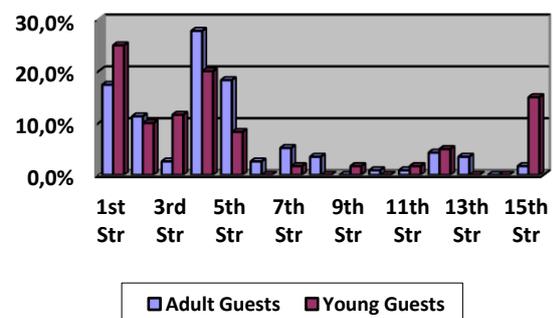


Figure 1. Positive politeness strategies in Ellen's interaction with the adult and the young guests

From the above figure, it can be seen that the strategies of positive politeness used by Ellen in her interactions with both adult and young guests are noticing H, exaggerating, intensifying interest to H, using in-group identity markers, seeking agreement, asserting common ground, being optimistic, including both S and H in the activity, and giving gifts to H. Besides, the another similarity of Ellen's interactions with them is that she does not use the fourteenth strategy, assuming or asserting reciprocity. For this reason, the realization of positive politeness strategies is the way done by Ellen to keep the conversations going on.

Secondly, applying the third strategy by Ellen in the interactions with her adult and young guests has the same aim that is to increase the interlocutor's interest and to convey the cooperation between the speaker and the hearer. To illustrate this, intensifying interest shows that the speaker involves the hearers in the conversation drawing that they are the participants in the dialogue. In addition, using in-group identity markers is the most dominant strategy of positive politeness used by Ellen in her interaction with the adult guests. It is different from her interaction with the young ones that the gap of percentage between both of them is 7,8%. However, Ellen has the similar intention in applying this strategy in her interaction with the adult and the young guests that is to claim the common ground with her guests.

On the other hand, Based on figure 1 above, it is shown that the strategy of noticing or attending to H in Ellen's interaction with the young guests is the most dominant strategy. It is different from her interaction with the adult ones. As the illustration, the difference between those interaction is 7,6% meaning that the young ones more need to be noticed or approved of their condition. However, Ellen has the same intention in using this strategy in her interaction with the adult and the young guests. As the result, the first strategy of positive politeness can be applied to

maintain the relationship between the speaker and the hearer.

Lastly, the following difference between the uses of positive politeness strategies by Ellen in her interaction with the adult and the young guests is in applying the strategies of avoiding disagreement, joking, asserting or presupposing S's knowledge of and concerning for H's wants, promising, and giving or asking for reason. Ellen does not use the ninth strategy of positive politeness in her interaction with the adult guests while it is revealed with the young ones. As the illustration, this strategy is more needed to talk to the young guest because by concerning H's wants, it facilitates Ellen to push the hearer to cooperate with her. In contrast, the strategies of avoiding disagreement, joking, promising, and giving or asking for reason are revealed in Ellen's interaction with the adult guests, but they are not applied with the young ones. For instance, applying those strategies to the adult guests is to redress the size of the FTA. Therefore, these differences have been considered by Ellen with the same purpose that is to save the hearers' positive face.

To sum up, the similarities and the differences in using positive politeness to the adult and the guests become the novelty in analyzing the strategy of politeness in which this study only focus on one of politeness strategies, namely positive politeness strategy. Moreover, the result of this study is generally useful for the readers in applying strategy of positive politeness in their interaction.

CONCLUSION

According to the findings and discussions, the results of this study can be concluded in the following explanations. Firstly, referring to the first objective of the research about the realization of the positive politeness strategies used by Ellen in her interaction with the adult and the young guests, it reveals that there are thirteen strategies applied to the adult guests, and there are ten positive politeness strategies applied to the young ones. Secondly, the similarities of the use of positive politeness strategies by Ellen in her

interaction with the adult and the young guest are the applied nine strategies of positive politeness as well as the similar purpose in applying those strategies. Regardless, the differences between the use of the positive politeness strategies by Ellen in her interaction with the adult and the young guests are that five strategies of positive politeness are used more in the conversation with the adult guests than the young one. Therefore, these differences occur because Ellen always considers whom she speaks to so that her decision in using these positive politeness strategies can save the hearers' positive face and maintain the relationship among them. To conclude, this study is limited to the strategy of positive politeness. For this reason, it is suggested to the further researchers to analyze the other strategies used by Ellen in her interaction with the adult and the young guests.

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