

CHAPTER V

This chapter presents the conclusion of the study and several suggestions based on the findings and discussion. The conclusion provides a summary of the major results of this research, while the suggestions are addressed to future researchers and other parties who may benefit from this study.

5.1 Conclusion

This study was conducted to identify the kinds of positive politeness strategies used by David Goggins and Dr. Andrew Huberman in their YouTube podcast, as well as to reveal the reasons behind their use of those strategies. Based on the analysis presented in the previous chapter, the following conclusions are drawn in accordance with the two research questions.

The findings revealed that, from Brown and Levinson's fifteen positive politeness strategies, only five strategies appeared during the podcast interaction. These include Seek Agreement, Include Both Speaker and Hearer, Using In-group Identity Marker, Exaggerate, and Notice or Attend to Hearer. Among these, Seek Agreement was the most frequently used strategy, occurring 11 times, indicating that both speakers often created or emphasized shared views to maintain conversational harmony. Include both the speaker and hearer appeared 6 times, showing their effort to reduce distance and strengthen rapport through shared perspectives. Meanwhile, using in-group identity marker (2 occurrences), exaggerate (1 occurrence), and notice or attend to hearer (1 occurrence) were used less frequently but still contributed to building positive social connection

throughout the dialogue. These findings demonstrate that the speakers preferred strategies that promote alignment, mutual involvement, and attentiveness.

The analysis found that David Goggins and Dr. Andrew Huberman used positive politeness strategies primarily to maintain solidarity, build rapport, and create a supportive conversational atmosphere during the discussion. The strategy seek agreement was often chosen as a way to validate each other's experiences and perspectives, reducing potential disagreement and strengthening mutual understanding. Include both speaker and hearer was used to express unity and shared goals, particularly when discussing personal struggles, mental resilience, and scientific insights. The occasional use of in-group identity markers helped reinforce their identity as individuals with similar values or professional alignment. Meanwhile, exaggerate and notice or attend to hearer were used to show appreciation, highlight important points, and acknowledge emotional or personal aspects of the conversation. Collectively, these strategies served to foster closeness, reduce social distance, and ensure the flow of the discussion remained cooperative and empathetic.

In conclusion, the speakers' use of positive politeness strategies reflects their intention to promote a respectful, engaging, and supportive interaction. The presence of these strategies and the reasons behind their use demonstrates how linguistic choices contribute to maintaining interpersonal connection and creating an effective communication environment within the podcast setting.

5.2 Suggestions

5.2.1 Suggestions for Future Researchers

This study only examined one podcast episode and focused solely on positive politeness strategies. Future researchers may consider several improvements:

1. Expanding the data by analyzing more episodes or different podcast genres to obtain a broader representation of communication patterns.
2. Combining positive and negative politeness analysis to provide a more comprehensive understanding of politeness strategies.
3. Investigating the influence of context, power relations, or cultural background on politeness choices across various settings.

5.2.2 Suggestions for EFL learners

For EFL learners, the findings of this study may serve as a reference for improving their pragmatic competence, especially in spoken communication. Understanding positive politeness strategies such as seeking agreement, using inclusive language, or showing attention to the other speaker or hearer can help learners sound more natural, polite, and cooperative in conversations. By observing how these strategies are used by native speakers in authentic materials like podcasts, EFL learners can enhance their ability to maintain rapport, avoid miscommunication, and participate more confidently in interactive situations such as discussions, presentations, and group work.

5.2.3 Suggestions for EFL teachers

EFL teachers may use the results of this study as a teaching resource to introduce pragmatic elements of communication, particularly positive politeness strategies. Teachers can include authentic audiovisual materials such as podcasts, interviews, and talk shows to demonstrate how native speakers employ positive politeness in real contexts. This can support students in recognizing and practicing strategies such as expressing seek agreement, showing understanding, or involving others in the conversation. Combining politeness strategies into speaking lessons may help students develop more effective interpersonal communication skills, which are essential for academic, professional, and cross-cultural interactions.

