

Language Politeness in Elementary School Students Learning Activities

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Abstract

Politeness in language is an important indicator of the success of character education which must be cultivated in every aspect of life, both at school, in the family and in society. Nowadays, language politeness in the younger generation is starting to decline both in the school and family environment. In fact, elementary school age is the initial phase for building character education both in communication and behavior. The importance of politeness in language as a reflection of a person's character in establishing communication and human social interaction. This encourages the need to conduct research related to the use of speech in building students' character. This research uses a qualitative approach. Participants in this research were teachers and students. Data is collected through listening, recording and noting the results of observations. The research results found two principles of compliance and violation of language politeness. The principle of obedience consists of the maxim of generosity contained in speech about respecting others and speech about generosity. Meanwhile, the utterance of the maxim of sympathy is contained in the speech of an attitude of sympathy. Furthermore, violations or deviations from the principles of politeness were found in several maxims in Indonesian language learning activities. Violations of the principles of language politeness that were found included violations of language politeness, the maxims of consensus and generosity. This is because students are used to using Javanese and Indonesian in communication so that code mixing occurs.

Keywords: language politeness; learning activities

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INTRODUCTION

Language politeness can be seen as an effort to avoid conflict between the speaker and the speech partner. Language politeness is a reflection of the culture of a society. Language politeness in learning at school is very important. The habit of using polite language can grow and strengthen students' character. Modern era developments accompanied by technological developments are one of the factors in the low level of language politeness among students due to inappropriate and wise use. In addition, the first language and second language factors are used together, giving rise to code mixing. The use of code-mixed language and code-switching in communication will cause abnormal communication situations so that it appears that the language used is impolite. This is because students have difficulty choosing the right words for the language used. On the other hand, as the younger generation, we have an obligation to preserve and

maintain local languages (B1) amidst developments in technology and information. So that the use of the first language (L1) does not experience a minority because it can cause the extinction of the first language. Based on the gap in linguistic phenomena, this research provides a solution through the habit of using good and correct language according to the context and situation. This is an effort to create language politeness for students, especially in interactions between teachers and students and students during classroom learning.

Language politeness is one aspect of language that can develop or increase the emotional intelligence of its speakers. Language politeness is politeness in using language both orally and in writing. Communication activities in learning can be carried out by using polite and courteous language in both formal and non-formal situations. The unique thing is that students can speak or interact, they converse using Javanese and Indonesian. In classroom and non-language learning activities, they tend to use Javanese. This activity is carried out with friends and teachers during classroom learning activities. Single language abilities and language abilities such as the carrying over of language elements into the spoken language. When someone is discussing with a colleague who speaks Indonesian and without realizing it the local language is mixed with Indonesian.

Language politeness is one of the important principles in language use. Activities when communicating need to consider other people's feelings. Supporting politeness strategies during the interaction for example a teacher and students by exploitation of language (Sugini, 2016). Communication can run well if speakers understand each other. Relationships between someone and other people who share the same goal require good and polite communication so that good communication can be established (Alfiati, 2015). Good education is not only able to teach the knowledge and skills needed by students, but can also change the behavior or ethics of the person it teaches. Ethics and education are important things in life. Educational ethics requires humans to do things in an ethical manner, including in the teaching and learning process (Tarigan, 2021). The use of two languages for students can be both beneficial and detrimental to the learner. The impact of bilingualism on the language development of second language (L2) learners can lead to positive development. The influence of the first language (L1) on the second language (L2) can lead to negative influences and positive ones. A person's assessment can be done through observation when speaking or conversing with a speech partner, how the manners or manners when speaking will determine a person's attitude.

Politeness is adaptable in every society because every utterance conveyed can be considered polite or can also be said to be impolite, looking at the conditions, place and the interlocutor during the interaction. According to Tadkiroatun Musfiroh (2011) polite behavior is an attitude expressed using ethical and good strategies. In line with Tadkiroatun Musfiroh (2011), Pramujiono & Nurjati, (2017) learning activities in the classroom, the teacher is the spearhead of example by a student. Therefore, teachers must be able to instill learning concepts in the habit of carrying out polite activities. Language politeness is a person's ethics or manners in socializing with people who use and choose good words and pay attention to where, when, to whom, and with what purpose a person speaks politely. Rahardi (2010) argues that politeness discusses the use of language regarding the conditions of several societies. A society with a variety of cultural and social backgrounds that accommodates this type is called a speech society.

This research was analyzed using pragmatic theory, especially the principles of language politeness, to be able to overcome the problem of impoliteness in language. Pragmatics is a branch of linguistics that studies language for communication purposes related to speech situations spoken by speakers to interlocutors. Maxims are linguistic rules

that must be understood by speakers and interlocutors when communicating so that the communication process runs well. Apart from that, maxims are also referred to as grammatical forms in the form of politeness principles. Compliance and Violation of the maxims of the principles of language politeness refers to the opinion of Geoffrey Leech.

First, maxim of wisdom (Tact Maxim), The maxim of wisdom in the principle of politeness is to focus more on the speaker that the speaker should adhere to principles that reduce his own profits and maximize the profits of other parties in communication activities. Second, Generosity Maxim, The speaker is expected to respect the person he is saying. Respect for the interlocutor will occur if the speaker can reduce benefits for himself and maximize benefits for other parties. Third, approbation Maxim: The appreciation maxim explains that a person who is polite in language is a person who always tries to give appreciation to other people. This maxim of respect requires that participants in the speech show respect to their interlocutors. With this maxim, it is hoped that the participants in the conversation will not ridicule each other, insult each other, or demean each other. Speakers who often mock their interlocutors when communicating are said to be impolite because the act of mocking or badmouthing them is an act of disrespect for other people. Fourth, Modesty maxim: The modesty maxim or humility maxim means that participants in the speech are expected to be humble by reducing praise towards themselves. Fifth, Maxim of Consensus (Agreement Maxim) The maxim of consensus is often referred to as the maxim of compatibility or consensus in speaking activities. This maxim is determined for speakers and speech partners in speaking activities. If there is agreement or compatibility between the speaker and the speech partner. Sixth, sympathy Maxim. This maxim of sympathy is expressed in hearing speech so that the participants in the speech can maximize the attitude of sympathy between one party and another. If the person you are saying experiences a disaster, the speaker should express his condolences as a sign of sympathy for the person he is saying. An antipathetic attitude towards one of the participants in the speech will be considered an act of impoliteness.

The ability to use the target language meaningfully is supported by many opportunities. Teachers must develop strategies to enable students in frequent and effective practice of the target language. These strategies include (1) regular use of the language to carry out classroom activities, (2) dramatic demonstrations of different practical tools for acquiring functional use of the language, (3) appropriate discussions about how people in general and individuals Different individuals in particular learn well. other languages, (4) class statements about the more precise role of working memory in the acquisition process, (5) strict prevention against mindlessly copying illustrative language samples in lieu of actively listening to other languages, (6) systematic assignment of homework assignments which gives rise to imperfect creative thinking, use of language, (7) frequent use of short quizzes of a communicative nature, both oral and written, (8) gradual inclusion of genuine communicative tasks in the main exam, and, (9) careful avoidance to test questions for fixed answers which may be anticipated and remembered (Dekert G., 1987). This strategy is related to students' ability to use the target language by producing and understanding speech as well as engaging in verbal exchange of speech and the same goes for pragmatics (Farinde & Oyedokun-Alli, 2020).

Pragmatics is seen as the study of language from the user's perspective regarding the choices they make, the obstacles they encounter in using language in social interactions and the impact of language use on other participants in communication actions (Rose & Kasper, 2001). Research on pragmatics in language teaching has not been directly examined including how pragmatics is applied in the classroom and how effective it is for student learning regarding the targeted pragmatic features. Most interlanguage pragmatics

research informs about learners' pragmatic abilities at a particular point in time without linking them systematically to their learning experiences in the language classroom. The mastery of pragmatic competence is considered on the students' socio-pragmatic competence that is signaled on their prosody, gesture, and body signals (Hubscher, Garufi, Prieto, 2019). The pragmatics and interlanguage pragmatics literature develops with pedagogical interventions. Organizing conversations through turn-taking and sequencing is accomplished through varying cultural and contextual implementations. Students can learn certain linguistic pragma knowledge if there is an appropriate form-function mapping between L1 and L2.

Pragmatics deals explicitly with the study of the relationship between linguistic forms and the humans who use these forms. Pragmatics relates to the context, situation, and setting in which language use occurs (Hinkel, 2014). Pragmatics teaching in language teaching dominates as a means of communication that can be applied practically by utilizing technology, media and popular culture, business and science (Hinkel, 2014). There are several strong reasons why pragmatics should be taught in schools. First, pragmatic competence allows students to use the target language appropriately in different social contexts. Students can also communicate effectively through the appropriate use of pragmatics. The use of authentic materials supports the teaching of pragmatics in language teaching. The use of method III (illustration, interaction and induction) (Mc Carthy, 1998) allows students to analyze the superior points of culture.

Teaching second language pragmatics in the current era of globalization involves the challenge of how to obtain authentic pragmatic input that can be used to improve implicit learning Ariadna Sánchez-Hernández and Júlia Barón (2021). The problem in pragmatic teaching is creating authentic pragmatic practice in the classroom. The language teaching process is then required to have meaningful activities that are goal-oriented. The use of technology can support students and teachers to carry out authentic and meaningful learning activities.

The challenge faced by teachers is students' focus on producing utterances or sentences. They tend to focus more on the message they want to convey than on pragmatic considerations (Disa Evawani Lestari, 2017). It is difficult for students to produce grammatically correct sentences so they pay less attention to linguistic forms based on their socio-pragmatic competence to make adjustments to their speaking strategies. Once again, the translation process is usually carried out literally down to the locution level. Another challenge in teaching pragmatics is increasing awareness in the classroom (Adyagarini et al., 2019). Many teachers have difficulty teaching grammar on surface structures. It is also important to increase students' awareness of pragmatic competence through pragmatic activities.

Based on the background and gaps related to language phenomena in students at school, this research aims to improve character education in students through getting used to using language well and correctly according to the context and situation. This is an effort to grow and strengthen the character of elementary school students because language politeness is a reflection of a person's identity. The novelty of this research is analyzing language politeness in elementary school students from the perspective of the first language (L1) or regional language. Apart from that, this research also provides solutions regarding the habit of using polite language as a form of implementing character education.

RESEARCH METHOD

This research design uses qualitative descriptive. According to Sugiyono (2019, 206) descriptive research is research conducted to determine the value of independent variables, either one variable or more variables without making comparisons or connecting them with other variables. Participants in this research were 5th grade students at SDN Cacaban, Magelang City. The research data analyzed is in the form of communication speech in the form of words and sentences. Data collection techniques use observation and interview techniques. Sugiyono (2019, 226) divides data collection techniques in the form of observation, interviews, documentation and combinations to obtain research data. Observation techniques are used to determine linguistic phenomena, especially language impoliteness, through observing students in learning activities at school. Next, interview techniques are used to explore linguistic phenomena with teachers and students. The data analysis technique uses three activity flows that occur together through data reduction, data presentation and drawing conclusions. The data validation technique used uses theoretical triangulation and observation and interview technique triangulation.

RESULTS AND DISCUSSION

Research Results

This research analyzes forms of language politeness in learning activities. Based on the results of observations during classroom learning activities, researchers discovered the phenomenon of language in students. Linguistic phenomena arise when communication interactions occur between teachers and students and students with students. The findings in this research consist of compliance and violation of maxims regarding the principles of language politeness. The research results are described as follows:

Compliance with the Principles of Politeness in Language in Classroom Learning

Compliance with the principle of politeness in using the Maxim of Generosity. In this principle of politeness, the maxim of generosity, speakers should not force other people to do what they want, ask with interrogative sentences instead of command sentences, respond to other people's opinions with gentle diction, and give other people the opportunity to opinion. The following utterances are included in compliance with the maxim of generosity. Speech Events.

Andi : *"Iki sing dikerjakne ngendi to janne?"* (Which part should. Be done actually?)

Angga : *"Buku kuwi lho di.*

(On that book Di.)

Guru : *Iya, benar seperti yang dikatakan Angga. (correct, just like what Angga said)*

Context: Angga shows a book to his friend. Angga's speech is categorized as polite because it fulfills Leech's principle of politeness, namely the maxim of generosity. This happened because Angga provided benefits by showing a book to his friend.

This data shows that politeness is based on the maxim of sympathy because Andi and Angga gave sympathy to Wulan who was writing in front of the class.

Guru : *Sudah selesai belum mencatatnya? (Have you done making note?)*

Angga : *Kurang dua Bu! (I still miss two mam)*

Andi : *Kurang tiga Bu! (Me three).*

Context: The teacher asks about the student's completion of the assignment. Angga and Andi's speech is considered polite speech. This happens because they show sympathy in working on the notes given by the teacher. Their sympathy was also seen when the teacher asked about the completion of the assignment, even though they had not finished the assignment, they were still sympathetic in answering the teacher's questions.

Violation of the Principle of Politeness Using the Maxim of Generosity in Classroom Learning

Violation of the principle of politeness is highlighted using the maxim of generosity. In the principle of politeness, the maxim of generosity, speakers must not force other people to do what they want, ask using interrogative sentences instead of command sentences, respond to other people's opinions with gentle diction, and give other people the opportunity to express their opinions. The speech in the following data shows a violation of the maxim of generosity. Speech Events

Guru : “*Anak-anak, sekarang carilah lima persoalan yang ada di dalam kelas secara berkelompok!*” (Class, please find five problems in this class in group.)

Andi : “*Ayo cah papat.*” (Let's make a group of four)

Angga : “*Sing mikir sopo?*” (Who will think about the project completion?)

Guru : “*Hayo ndak usah ngomong terus tapi ndang digarap tugase!*” (Come on. Let's do the task.)

Dani : “*Lha aku?*” (What about me?)

Context: the teacher asks students to work on assignments in groups. However, Dani protested to his close friends because he didn't get a group with them. Dani's way of speaking is contrary to the maxim of generosity. This is because Dani wants himself to get a group (that benefits him) so he should be generous enough to move to another group so that he can reduce the profits for himself.

Violation of the Principle of Politeness in Language, Maxim of Consensus. In this maxim of agreement (agreement maxim) it is hoped that the participants in the speech can build a consensus when speaking. In the Javanese speech community, there are norms that do not allow someone to interrupt or even directly refute what is said by another party (Rahardi, 2017). The speaker is required to reduce the benefits to himself, by not giving losses to other people, meaning the speaker must give the speech partner the opportunity to finish the conversation. The speech event is as follows:

Guru : “*Tugas silakan dikerjakan!*” (Please do the task!)

Wulan : “*Yo to.... Tinggali.... Urung nyatet pisan.*” (Well okay, you leave me. I even have not made notes.)

Context: The teacher asks students to do a task. In this data, it can be seen that Fika grumbled because there was a mismatch between the teacher and himself. This discrepancy should be conveyed with good speech so that it does not appear rebellious.

Discussion

Based on the results of the analysis regarding compliance and violations of the principles of language politeness, it can be said that this research consists of two maxims, namely the maxim of generosity and the maxim of sympathy. The maxim of generosity contained in speech of respect for others and speech of generosity. Maxim generosity demands each communicator participants to maximize losses for themselves (Rohana, 2022). Meanwhile, the utterance of the maxim of sympathy is contained in the speech of an attitude of sympathy. The factors that influence compliance with the principles of language politeness consist of generosity and sympathy. Compliance with the principles of politeness in 5th grade Indonesian language learning activities at SDN Cacaban. The politeness supports the cultures and societies to maintain relationships and face saving (Al-Duleimi et al., 2016). The approaches of the politeness is also formulated towards linier culture-specific rules (Brown, 2015). Magelang city means that there are several factors that make speech polite in learning activities, including 1) The speaker is able to express

disagreement without offending the feelings of the speaker; 2) The speaker can give a positive response to the speaker; 3) Speakers are able to be careful in choosing words; 4) the speaker is able to pay attention to the message he wants to convey, both in terms of word choice and delivery of a speech.

In this research, language politeness speech was found based on the way it was spoken. The concern of the identification is language politeness speech. This aspect focuses on a particular attention to matter of interactional justice (Sundar & Cao, 2020). Based on the length and shortness of the utterance, it can be seen in the sentence "less than two ma'am!". This utterance can be shortened to "two Bu" but the politeness value is low. Moreover, if the speech is "Not yet" then the politeness value changes. In the context of communication between students and teachers, this speech is categorized as impolite. This is because the shorter the speech, the more indifferent the speaker will appear to the speaker. This utterance meets the language politeness requirements based on the indecisiveness scale. The findings of this research are strengthened by research (Rahmiati, 2017) which states that the shorter a sentence is said, the lower the politeness value will be.

Furthermore, violations or deviations from the principles of politeness in several maxims in 5th grade Indonesian language learning activities at SDN Cacaban 5, Magelang city occurred due to several causal factors, namely: 1) speakers (students) were unable to differentiate between serious and joking situations; 2) the speaker (student) cannot return his emotions; 3) the speaker (student) criticizes directly or openly; 4) the speaker (student) demeans the speaker; 5) speakers (students) do not respect the opinions of their speech partners by speaking using impolite diction; 6) The speaker brags or praises himself in front of the speaker. Students violate the principles of polite language when communicating with teachers, influenced by cultural factors, students who are not used to using polite language when communicating with speech partners. This is what makes speakers (students) accustomed to using casual language when communicating with teachers, people who in the learning context are people who are older and must be respected. Meanwhile, violations of the principles of language politeness that were found included violations of language politeness, the maxims of consensus and generosity. This happens because of the students' habit of often using casual language and sarcasm without paying attention to correct linguistic rules. The students' sarcasm in spoken language production commonly happens though the mode is asynchronous since synchronous is identified more sarcasm in the language production (Tree, D'Arcey, Hammond, and Larson, 2020).

In the condition of children's language politeness towards teachers and friends, there are several children who experience deviations in language politeness. Deviations in language politeness that occur between children and teachers are because the language used by children is not in accordance with Javanese language etiquette. This is in line with research (Santosa, 2021) on the factors that cause language impoliteness in children. The level of speech used by some children to the teacher is still using *ngoko* speech which is used to communicate with the teacher. This finding contrasts to the finding of a study on the students' politeness conducted by Rusminto and Ariyani (2022) that students apply politeness strategies to avoid losing face, offending speech partner, and keep longer conversation. Children should communicate with teachers using manners because they are older and using *ngoko* with peers. Next, the aspect of deviations in language politeness is due to children's unfamiliarity with using polite speech when interacting in class. The phenomenon of language deviation requires follow-up efforts from schools. If this is not followed up immediately, it will result in an impolite speaking style and it is feared that this will make the next generation a generation that lacks ethics and character (Musyawir,

2017). This means that language politeness needs to be paid attention to because not speaking is a reflection of a person's manners and attitude. The need of integrating the learning materials with the aspects of characters and values of politeness is high in this case (Ardi & Giyoto. 2021). The values of character education is depicted in the instructional model of language acquisition considering linguistic politeness Rasna (2018).

The results of research (Liani, 2023) regarding language politeness in children are influenced by internal and external factors. Internal factors relate to a child's personality, starting from word choice, polite intonation, respect for others, having a high sense of caring to being humble towards others. Furthermore, external factors can be influenced by several things, including family factors, learning environment and children's play environment. Elementary school students' habituation of polite language is very necessary as an effort to develop students' personalities so they can communicate politely. This is not only related to the question of right or wrong in communicating, but also related to cultivating good attitudes and habits in communicating at school, but also as an effort to educate students to become a generation of character and preserve the culture of the Indonesian nation (culture of language politeness) (Susandi et al. 2023). Language politeness is something that everyone must have in everyday life to respect themselves and others.

CONCLUSION

Language impoliteness is one of the linguistic phenomena that occurs in patterns of interaction or communication between teachers and students in learning. This occurs due to several underlying factors, including the lack of Indonesian vocabulary owned by students so that the language used has a code-mixing pattern that seems impolite. Apart from that, technological and information development factors have not been able to be addressed properly so that students are influenced by language use. The research findings are in the form of fulfilling the principles of language politeness which consist of fulfilling the maxims of generosity and sympathy. Apart from that, violations of the principles of polite language were also found, consisting of violations of the maxims of generosity and sympathy. Based on the research findings, this research has implications for schools to implement appropriate and correct language use habits according to the context of the situation. Teaching and learning activities can be used as a reference for teachers to provide polite language lessons in creating effective communication.

RECOMMENDATION

This study is a preliminary study on the students' behavior during the teaching and learning process in formal classes. The study reveals the current condition of the students' pragmatic competence and connected to the process of teaching language in elementary school level. There is a need to dig further study on the same topic that will be gathered to develop better teaching approach, method, and technique through appropriate policy.

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