

Portrait of students' language politeness in elementary school

Ari Susandi^{1,2}, Zamzani³, Mulyo Prabowo⁴, Bambang Yulianto⁵

¹Department Elementary Education, Faculty of Science Education, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

²Department Elementary Education, Faculty of Science Technology and Education, Universitas Muhammadiyah Lamongan, Lamongan, Indonesia

³Department Linguistic Education, Faculty of Science Education, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

⁴Department Technology Education, Faculty of Language and Art, Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

⁵Department Linguistic Education, Faculty of Language and Art, Universitas Negeri Surabaya, Surabaya, Indonesia

Article Info

Article history:

Received Jun 29, 2022

Revised Oct 28, 2023

Accepted Nov 7, 2023

Keywords:

Elementary school

Language politeness

Students' language politeness

Students' portrait

Violation of the maxim

ABSTRACT

This study described students' language impoliteness during the Indonesian language learning process taking place at elementary school in the Kediri Regency, East Java Province, Indonesia. This study used a qualitative approach to the type of qualitative descriptive research. The research participant of this study were elementary school educators and students in Kediri, East Java, Indonesia, who have a rough and smooth Javanese language culture when communicating with teachers during the learning process in class. The results of the study showed that all politeness maxims were violated in the learning process. Language politeness must continue to be implemented in elementary schools because it is still being discovered violation of the maxim of wisdom is shown when students give long-winded statements to educators. Violation of the maxim of generosity is shown when students give emotional statements to educators. Violation of the maxim of praise is shown when students express criticism at will, to both educators and friends. Violation of the maxim of politeness is shown when students make statements that demean the speech partner. Violation of the maxim of agreement can be seen when students are giving very harsh statements and ignoring the rules of the speech partners. The violation of the maxim of sympathy is shown when students do not have sympathy for the speech partner who is having difficulty. Language politeness is very important for the world of education as an effort to familiarize students as the nation's next generation with polite language.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Corresponding Author:

Ari Susandi

Department Elementary Education, Faculty of Sciences Education, Universitas Negeri Yogyakarta

Caturtunggal, Depok, Sleman, Daerah Istimewa Yogyakarta 55281, Indonesia

Email: arisusandi.2020@student.uny.ac.id

1. INTRODUCTION

Language is a tool of communication used by humans to convey messages in various situations either formally or informally [1]. Language allows individuals to be able to adapt to the environment and reorganize the activities they do [2]. Using a language, individuals are able to interpret language according to the culture of various different tribes [3]. The use of language can be implemented through education in formal and non-formal schools with permission from the government [4]. Many stakeholders are involved in achieving quality education. Language is an important thing in interaction [5].

The use of language in communication cannot be separated from speech act and politeness is realized through interaction [6]. Language politeness is inseparable from how to speak well and with whom to talk. Language politeness is a good relationship that arises between speakers and speech partners to reach

an agreement in communication [7]. Language politeness also looks at the way speakers and speech partners communicate well. In language politeness research, there are various kinds of speech shifts that are well connected in both macro and micro scope [8].

Politeness is an action that must be done in everyday life. Politeness shows that an individual has ethics or is educated and cultured, so she or he deserves to be a human being that respects other people [9]. Polite behavior is closely related to culture and language between ethnic groups [10]. Politeness as a behavior obtained from the process of socialization and expression may vary between cultures. Language speakers can express and interpret politeness according to their behavior indeed [11]. Language politeness is a very interesting issue to study because it is hierarchical in uncovering phenomena between speakers and speech partners who communicate throughout life [12]. In addition, politeness in language can create togetherness between educators and students, build respectful behavior for students, and create collaborative interactions between educators and students [13]. When communicating, you must pay attention to the principle of politeness can create good communication at school. Politeness in a very broad context refers to aspects of politeness as well as nonverbal language such as behavior, facial expressions and tone of voice. Politeness is a treatment to reduce shifts in communication [14]. Politeness helps avoid conflict. Politeness means being polite, patient and kind.

The context of politeness in language is described as a positive culture of politeness that plays an important role in establishing and maintaining good interpersonal relationships [15]. Language politeness emphasizes the interaction context that provides a sense of security and comfort in reaching a mutual agreement. Politeness in language also looks at how speakers and speech partners can maintain communication conditions in the various situations which they are facing.

Politeness in communicating between speakers and speech partners is an assessment based on beliefs and systems in society that have goals and intentions [16]. To establish good communication between speakers and speech partners, they must respect each other, respect in various situations [17]. Then speakers and speech partners must establish good relationship when interacting so that comfort will be created.

Politeness adheres to the use of language. The principle of politeness in language is an important thing that is inherent in individuals when communicating in both spoken and written language. In pragmatic studies, explaining the principles of how individuals are good, right and polite. The principles of politeness are the principle of politeness or leech politeness. Leech [18] divided the principle of politeness into six parts in his theory of politeness, namely: i) the maxim of generosity; ii) the maxim of wisdom; iii) the maxim of honor; iv) the maxim of humility; v) the maxim of approval; and vi) the maxim of sympathy.

School is a place to train children's politeness in using good and proper language. The school teaches students how to communicate in a polite language. Children get the opportunity to interact and build meaningful communication in their school environment [19]. Individual culture in communication still often violates the principle of language politeness. Individuals talking to older people still ignore the use of appropriate language [20]. Many students are found using a casual or even rude language when interacting with their teachers. When students talk to their teachers, they still use the same casual language as that they are using when interacting with their peers. This principle of politeness in language is very often violated because it is still contaminated by the culture in the environment where one lives [21].

With the development of technology, many students are not polite in communicating and cause the other person to be offended. They tend to use slang acquired from their environment [22]. Students must be able to choose the right language when communicating with educators because school is a place for them to learn and develop their inner character. However, with the rapid development of culture, there are still many students who do not use language politely at school [23]. There were 27 students from Kalipang 1 Elementary School; 16 students from Parang 2 Elementary School; 56 students from Brenggolo 1 Elementary School; 39 students from Tunge 2 Elementary School; 23 students from Bulusari 3 Elementary School; and six students from Joho 2 Elementary School in Kediri Regency, East Java Province, who use slang, such as "harsh terms", "animal nicknames", or "harsh words" with a strong intonation in communication.

These problems cause many misunderstandings and disputes between students, educators and even society as a whole. When communicating, students use harsh and forceful words so that this behavior has dire consequences. There are students who are bullied both psychologically and physically by their own friends because of misunderstandings due to the use of language that is very inappropriate [24]. Previous researchers [25] stated that social status and kinship between speakers and speech partners from different cultures greatly affects politeness in language and social harmony when communicating. The purpose of this study was to attain a description of violations of the six principles of politeness in six schools with different language characteristics [19] in the learning process at elementary school Kediri Regency, East Java. The principle of politeness concerns the violation of the maxim of wisdom, the maxim of generosity, the maxim of approval, the maxim of sympathy, the maxim of modesty, and the maxim of honor.

2. RESEARCH METHOD

This research uses a qualitative approach to the type of qualitative research. The research procedures can result in descriptive data in the form of spoken or written words from humans and observable behaviors or actions [26]. The data in this study were obtained by recording students' communication with educators during class learning. The research participant were educators and elementary school students in Kediri, East Java Province, Indonesia. Researchers chose the schools based on coarse Javanese culture in three schools and three schools at different locations with fine Javanese culture. The following is a list of selected elementary schools. Table 1 shows how researchers carry out observations of six elementary schools in Kediri district, East Java province which focus on the use of fine-grained Javanese language and fine-grained Javanese culture referring to the principle of language politeness.

The data in this study are student's utterances that contain violations of politeness principles in Indonesian language interactions. Data collection methods employed in this study are recording techniques and note-taking techniques. The recording technique is done by recording the learning process without the student's knowing it. Procedures for recording the scene and recording data in speech that violate the politeness principle were obtained from recordings from October to December 2021. The data analysis technique used in this study applies the interactive analysis model through data reduction, data presentation and drawing conclusions [27]. Data validity uses source and data triangulation. There were several codes, such A-01, A-02 are used to refer to student's data that violates the politeness principle. Other codes, such as B-01, B-02 are used to refer to educator's data.

Table 1. Observation school

No	School	Address	Culture
1	SDN Kalipang 1	Grogol Subdistrict, Kediri Regency	Rough Javain language politeness
2	SDN Parang 2	Banyakan Subdistrict, Kediri Regency	Smooth Javain language politeness
3	SDN Joho 2	Semen Subdistrict, Kediri Regency	Rough Javain language politeness
4	SDN Bulusari 3	Tarokan Subdistrict, Kediri Regency	Smooth Javain language politeness
5	SDN Brenggolo 1	Plosoklaten Subdistrict, Kediri Regency	Smooth Javain language politeness
6	SDN Tunge 2	Wates Subdistrict, Kediri Regency	Rough Javain language politeness

Note: SDN (*Sekolah Dasar*)=elementary school

3. RESULTS AND DISCUSSION

Politeness in language has been often studied because humans who acquire language have very complex strengths and systems. Besides if humans are able to use polite language, they are considered to have understood the principle of politeness [28]. As members of society, children learn language to get a picture of school culture [27]. The principle of politeness can maintain good relationship between friends in their interaction. Facial views represent the feelings of speakers and speech partners when communicating [17]. With facial expressions, a polite tone of voice, continuity of communication can be maintained properly. The principle of language politeness greatly influences harmony in establishing communication between speakers and speech partners [29]. This study is based on the main theory of violation of Leech's politeness principle which explains that the politeness principle can be formulated into six maxims, namely i) tact maxim; ii) generosity maxim; iii) approval maxim; iv) modesty maxim; v) agreement maxim; and vi) sympathy maxim [18].

3.1. Tact maxim

The tact maxim focuses on the partner speaking. Illocutionary illocutions tend can be more polite than direct illocutions and contain the principle of losing other people as small as possible and making the benefit of others as large as possible. This tact maxim minimizes the loss of others as speakers and hearers, maximizing the gains of speakers and hearers when communicating [18].

3.1.1. Violation of tact maxim

Violation of the wisdom maxim was found in communication A-01 occurs when students were asked by B-01 or the teacher, about the reason for being late to school. The answers from A-01 or the students, are wordy, which makes B-01, or the teacher, feels disadvantaged by answer A-01.

B-01: Why did you come to school late?

A-01: Ehm.. ah.. helping your parents, ma'am.

B-01: Next time if you come late, confirm straight away.

A-01: (Just stay silent and don't respond B-01)

A-01 violates the principle of politeness in the maxim of wisdom by answering, “*Ehm.. ah.. smells good to your parents, ma’am.*” The A-01 makes a statement that benefits himself/herself but diminishes the advantages of the B-01. The dishonesty of being late for school aims to find justification for his mistakes. This violates the maxim of wisdom because A-01 should honestly answer the reason he is late for school so that B-01 does not have to bother looking for another statement. Violation of the maxim of wisdom occurs when the speaker does not answer honestly when interacting with the speech partner which can reduce the benefits of the speech partner himself [30].

The next violation of the maxim of wisdom is found in utterance A-02, which answers question B-02 about individual duties. The A-02 tries not to do the individual tasks assigned by the B-02. A-02 grumbled when B-02 answered his question because he felt it was a difficult task for him.

A-02: Does that mean all of these individual tasks are done, ma’am?

B-02: Yes, because it is a mid-semester assignment assessment for students.

A-02: Oh, I’m not feeling, I don’t understand, ma’am.

The violation shows from A-02’s answer, “*I’m lazy, I don’t understand ma’am.*” He should not have said it but followed the direction of B-02 instead. The A-02 shows no respect for the B-02.

3.2. Generosity maxim

The generosity maxim is a scale of advantages and disadvantages because of it the maxim of generosity refers to the speaker himself/herself. this is what it can cause generosity maxim of generosity to be different from the maxim of wisdom because there is and there is no element of harm implied by the speaker. As the saying goes, generosity contains the principle through which you should make the smallest profit possible and you should make the largest loss possible.

3.2.1. Violation of generosity maxim

Violation of the maxim of generosity was found in A-03’s utterance when asking B-03 the daily task schedule. When B-03 was compiling the schedule, A-03 asked loudly and loudly about what day he is in charge.

A-03: Ma’am, why come my schedule was not written down immediately!

B-03: Wait, according to the serial number of absences.

A-03’s statement violates the maxim of generosity. It can be seen from A-03’s rude words to B-03 accompanied by a high tone. Although at that time B-03 will divide and call according to the order of the names on the list. The maxim of generosity requires the speaker not to impose his will on the speech partner when communicating.

The next violation of the maxim of generosity is found in A-04’s utterance when responding to a statement from B-04.

B-04: Your shoelaces are untied, please stop for a moment and tidy up so you don’t fall.

A-04: No Problem, ma’am, that’s the way it is.

A-04 has violated the maxim of generosity when answering the statement from B-04. He should have presented his reasons against B-04. But the A-04 seeks justification by deliberately looking for excuses. The A-04 should immediately fix its untied shoelaces as the B-04 did not comply with the warning because total rebellion was not liked.

3.3. Approbation maxim

This maxim of agreement is to criticize the interlocutor to a minimum and agree with as many interlocutors as possible. This proverb emphasizes the negative, that is, do not express something that is not happy about other people, the main thing the interlocutor and the speaker. This respect maxim requires speakers and speech partners to maximize respect when communicating and minimize insults to speech partners.

3.3.1. Violation of approbation maxim

Violation of the maxim of consent is found in the interaction of A-05 Responding to orders from B-05 to complete individual tasks. A-05 did not react to the demands of B-05. A-05 rejects orders from B-05 and with no respect for B-05.

B-05: All students, please complete the assignment well.
 Student: Okay ma'am.
 A-05: I can't, ma'am, I'm no understand to think about it.

A-05 has violated the maxim of consent in conveying its response. He should have followed B-05's orders and minimized criticism of the others. In the maxim of agreement, the speaker must respect the other's statement.

The next violation in the maxim of agreement is found in the utterance of A-06 which interrupts B-06. When B-06 asked why your classmate was late for school yesterday and did not provide any appropriate information, B-6 immediately mocked his friend in front of the class when they tried to answer. B-06 did not ask the A-06 about that.

B-06: Who were the students who came late yesterday?
 Students: Immediately stand next to the chair.
 B-06: Why give inappropriate reasons.
 A-06: Don't have the bravery to talk, ma'am.

A-06 has violated the maxim of agreement because it has humiliated its seatmate. A-06 has violated the maxim of gratitude for having no one else speak. Speakers who do not respect their interlocutor when communicating violate the maxim of agreement [31].

3.4. Modesty maxim

It is this adage that puts the principle of self praise to a minimum. This means that self-praise is a violation of the principle of politeness. On the other hand, self-blame is being polite in interactions. the more often the speaker criticizes other people, the more polite the speech will be. Furthermore, approving and also confirming praise from others to oneself is one of the violations of the politeness maxim.

3.4.1. Violation of modesty maxim

The violation of the maxim of politeness is found in story A-07 who responds to B-07's command roughly. A-07 shows no modesty when speaking and climbs onto a chair during the class. In the principle of politeness, speakers who speak arrogantly violate the principle of politeness [28] and the lack of respect for speech partners [32]. A-07 who climbs onto a chair during the learning process violates the maxims of politeness, and speaks loudly. A-07 looks arrogant when talking while climbing a chair with B-07.

Violation of the maxim of politeness also occurs in A-08's utterance when responding to a question from B-08 as in the following data.

B-08: Is today's student assignment finished?
 Student: Still in process ma'am.
 A-08: It's okay, no problem.

The statement violated the politeness principle in the maxim of politeness because A-08 had reproached it by saying it was done. He inflicted a loss on his friend in response to the B-08. A-08's statement made his friend look even worse and lazier than him.

3.5. Agreement maxim

This maxim states the principle that something happens are minor disagreements between speakers as well listener and the speaker and listener agree as often very possible. This maxim of agreement stands alone with pride an understanding scale as its basis of reference. Because of the double relation, the target of this maxim of agreement is two actors at the same time, the speaker and the hearer. In the process of communication, speakers and interlocutors try to show the same understanding of topic, material being discussed. If that is not possible, speakers must compromise with those who disagree, for in any case disagreement is better than total disagreement.

3.5.1. Violation of agreement maxim

The violation of the maxim of agreement can be seen in the interaction of students A-09 who tend to be unable to accept greetings from teacher B-09 when conveying agreement when the task is completed. A-09 grumbled because he could not complete the task according to the time set by B-09.

B-09: Please student submit individual assignments according to the agreed time.
 A-09: I am still in the process of completing my assignment, sir.

B-09: Sorry student, please pay attention to the approved time.

A-09: Yes, don't rush us, sir.

Differences must be conveyed properly so that there is no rebellion. The speaker must maximize the agreement with the speech partner. However, A-09 does not do that. In the maxim of agreement between the speaker and the speech partner must maximize mutual agreement [26].

3.6. Sympathy maxim

Similar to the maxim of agreement, the maxim of sympathy is not paired with other maxims. This maxim puts forward the scale of sympathy as the basic reference. focus on this maxim of sympathy is the speaker as well as the speech partner. This maxim of sympathy is the principle of reducing to a minimum the feeling of antipathy between the speaker and the speech partner and increasing the maximum sympathy between the speaker and the interlocutor. If the opponent speaks it gets good luck and happiness, the speaker at least congratulates him. If the interlocutor encounters a problem or misfortune, the speaker at least expresses sadness or condolences as a sign of sympathy [18]. Forms of violation of politeness in the language of students in communicating with educators in learning in elementary schools, Kediri district, East Java province, Indonesia are described.

3.6.1. Violation of sympathy maxim

Violations of the maxim of sympathy were found during student interactions A-10 who criticized the statement of teacher B-10 by grumbling. Just then B-10 asked students to come in on time when the bell rang.

B-10: Students should immediately go back to their respective classrooms.

A-10: I'll go to the cafeteria for a moment to buy a drink.

Statement A-10 violates the principle of politeness in the maxim of sympathy because it ignores B-10's warning to enter the class immediately. The A-10 must obey the B-10's orders and speak politely.

Field notes show that the reality of school language politeness of elementary school students in Kediri Regency, East Java Province, Indonesia still needs more attention from relevant stakeholders. The speech acts used by students are far from polite. During the learning process, there are still students who climb onto the chairs when interacting with educators, students are still apathetic to polite language, and educators are considered like peers. Previous research [32] revealed that impoliteness can occur because it is influenced by the mood, thoughts of speakers and speech partners, as well as the character of speakers and speech partners so that it can cause incompatibility when making agreements on interactions that occur. Various factors influence the occurrence of violations of the politeness principle in Indonesian. The factors that influence it are described in next subsection.

3.7. Family

Family is one of the factors that influence the violation of politeness at school. Sometimes parents defend their children who make mistakes at school and also insist on blaming the school as a result of what their children do. This makes children uncontrolled and accustomed to violating the politeness principle when communicating with anyone, either male student or female student or even educators [33]. Families also greatly influence the attitudes and behavior of children in communicating with their interlocutors. They may violate the principle of language politeness [34]. The family has a big impact on the child's personality in communicating with friends as speech partners.

3.8. Environment

The environment greatly influences the violation of the principle of politeness, because if the environment around the student's residence tends to be loud and emotional, the child will also be affected by the atmosphere of the school environment. When communicating he tends to use high-pitched words which can offend the speech partner [35]. Besides, the environment is one of the factors shaping student's behavior in communicating with other people. If the environment around them is not conducive, they tend to use language that is not polite [36]. A supportive environment makes students more conducive when communicating with the other person.

3.9. Parenting

Parenting style is very influential on violations of the principle of politeness, if parents always educate their children by complying with all the wishes of their children and never reprimand them when

they make mistakes. Consequently, children will tend to act arrogantly or randomly and do not respect other people when communicating [32]. This parenting pattern is also one of the things that affects children's communication skills. Parents must understand children's characteristics are so that when he is a grown-up, he or she can respect the person he is talking to [37]. The parenting style applied by these parents is the basis for forming good communication skills in children.

3.10. Psychological condition of the child

The psychological condition of the child also greatly influences the violation of the politeness principle. This can occur when the child does not have good emotional control skills. This psychological factor can be shaped from the habit of violence and impoliteness that occur continuously in their environment, and has an impact on children's mindset. Therefore, they consider other people the same and worthless [38]. The psychological condition of an individual can be formed very well if he has self-control and a very mature way of thinking, but on the contrary if the individual is always treated very unpleasantly by his environment this can cause his communication process with other people to become irregular [39]. Child's psychological condition can also be formed through habituation in the school environment during the learning process and interactions with teachers and students.

3.11. Learning methods

Learning methods in Indonesia still focus on cognitive aspects, even though there are character-shaping educational program in schools. In fact language ethics and manners are still not given enough attention when learning process takes place [40]. In addition, learning methods must be creative and innovative so that students feel comfortable and passionate about lifelong learning. Hence, this learning method is able to have an effect on the formation of children's characteristics and abilities to deliver good and correct language [41]. With creative and innovative methods, students become more organized and find learning process more meaningful.

3.12. Social media

Students who are now familiar and exposed to gadgets and technology tends to imitate inappropriate language and tend to lead to student's negative condition, such as playing online games, TikTok or Instagram which makes students even more neglectful of their main task, namely learning. The prevailing culture that exists results in student's behavior that violates the principle of politeness during the interaction [42]. Therefore, the introduction of information and communication technology to children must really be supervised so that they understand how to socialize well in social media and speak good language too [43]. With information and communication technology that is continuously developing in the learning process, the teacher must explain in an interesting and complete way so that students can control themselves on the proper use of social media [29].

3.13. Correlation teacher with student

The role of educators is to create good relationships with students to minimize violations of decency. Educators must be able to be role models for students by carrying out fun learning which provides ease for students to explore their potential and which fosters a sense of kinship between educators and students [44]. As educators, teachers must recognize the characteristics of students in school so as to create good communication and reduce violations of the principle of politeness with the interlocutor [45]. Educators must also open a discussion room when the learning process takes place so that the same understanding is established between the teacher and the students.

3.14. Culture

Culture is one of the factors that influence the language development of students. With a good, polite and friendly culture, polite and courteous people will be created. On the other hand, if the surrounding culture is harsh and emotional, it will form humans who are not good and who disrespect other people when interacting [46]. Culture is one of the things that really influence students' language skills. If the culture given to these students supports them, they will become polite human beings [47]. With the development of culture, the use of language in the interaction process also greatly influences children politeness when communicating.

3.15. Friends of the same age

Peers are one of the factors that influence human social and emotional conditions. Peers who have a positive impact on humans will also create good communication, and are able to respect other people. Nonetheless, if these peers emphasize violence against humans, it will create humans who do not have a sense of empathy and sympathy when communicating with speech partners. Consequently, there will be

violations of the politeness principle [48]. Peers who have a good impact on other human beings will help to create good communication between speakers and speech partners [49]. Eventually, the meaningful learning given by the teacher at this school will be a beneficial effort to create a sense of sympathy between students when communicating with speech partners.

4. CONCLUSION

In a portrait of the learning process related to language politeness in elementary schools in Kediri, East Java, Indonesia, educators have already taught students to communicate using polite language and even schools have implemented it in various activities in both extracurricular and intracurricular program. However, in reality there are still many students who do not pay attention to the instructions from educators regarding the use of polite language when interacting. There are still many students who violate the principle of politeness when interacting with educators at school. The data in this study were obtained by recording students' communication with educators during class learning from elementary schools in Kediri, Indonesia.




Violation of the maxim of wisdom is shown when students give long-winded statements to educators. Generosity maxim is violated when students give emotional statements to educators. Violation of the maxim of praise is shown when students express criticism at will, both to educators and friends. Violation of the politeness maxim is shown when students make statements that demean the speech partner. Violation of the maxim of agreement was shown by students when they gave very rude statements and did not comply with the rules with their speech partners. The violation of the sympathy maxim is shown when the student does not sympathize with the speech partner who is experiencing difficulties. For future researchers, they may be able to explore further violations of politeness principles by involving broader elementary schools.

REFERENCES




- [1] A.-L. Scherger, "Rethinking bilingual language assessment: Considering implicit language acquisition mechanisms by means of pupillometry," *Research Methods in Applied Linguistics*, vol. 1, no. 2, p. 100014, Aug. 2022, doi: 10.1016/j.rmal.2022.100014.
- [2] N. Ilves *et al.*, "Language lateralization and outcome in perinatal stroke patients with different vascular types," *Brain and Language*, vol. 228, p. 105108, May 2022, doi: 10.1016/j.bandl.2022.105108.
- [3] F. Hubers, C. Cucchiari, and N. van der Sijs, "Knowledge of idiomatic expressions in the native language: Do emigrants lose their touch?" *Lingua*, vol. 271, p. 103242, May 2022, doi: 10.1016/j.lingua.2022.103242.
- [4] I. N. Darmayasa and Y. R. Aneswari, "The Ethical Practice of Tax Consultant Based on Local Culture," *Procedia - Social and Behavioral Sciences*, vol. 211, pp. 142–148, Nov. 2015, doi: 10.1016/j.sbspro.2015.11.021.
- [5] N. A. Lester, S. Moran, A. C. Kuntay, S. E. M. Allen, B. Pfeiler, and S. Stoll, "Detecting structured repetition in child-surrounding speech: Evidence from maximally diverse languages," *Cognition*, vol. 221, p. 104986, Apr. 2022, doi: 10.1016/j.cognition.2021.104986.
- [6] A. Bell and A. Gibson, "Staging language: An introduction to the sociolinguistics of performance," *Journal of Sociolinguistics*, vol. 15, no. 5, pp. 555–572, Nov. 2011, doi: 10.1111/j.1467-9841.2011.00517.x.
- [7] P. G. C. Blitvich and M. Sifianou, "Im/politeness and discursive pragmatics," *Journal of Pragmatics*, vol. 145, pp. 91–101, May 2019, doi: 10.1016/j.pragma.2019.03.015.
- [8] M. Haugh, "The metapragmatics of Consideration in (Australian and New Zealand) English," in *From Speech Acts to Lay Understandings of Politeness: Multilingual and Multicultural Perspectives*, Cambridge University Press, 2019, pp. 201–225. doi: 10.1017/9781108182119.009.
- [9] Z. Zamzani, "Development of Indonesian Language Politeness Measuring Tools in Face-to-Face Social Interactions," (in Indonesian), *Litera*, vol. 10, no. 1, Jan. 2013, doi: 10.21831/ltr.v10i1.1171.
- [10] J. Wilson and J. Rodrigues, "Classification accuracy and efficiency of writing screening using automated essay scoring," *Journal of School Psychology*, vol. 82, pp. 123–140, Oct. 2020, doi: 10.1016/j.jsp.2020.08.008.
- [11] N. M. Ramos-González and A. M. Rico-Martín, "The Teaching of Politeness in the Spanish-as-a-foreign-language (SFL) Classroom," *Procedia - Social and Behavioral Sciences*, vol. 178, pp. 196–200, Apr. 2015, doi: 10.1016/j.sbspro.2015.03.180.
- [12] K. Ridealgh and L. Unceta Gómez, "Potestas and the language of power: Conceptualising an approach to Power and Discernment politeness in ancient languages," *Journal of Pragmatics*, vol. 170, pp. 231–244, Dec. 2020, doi: 10.1016/j.pragma.2020.09.011.
- [13] Haryanto, S. Weda, and Nashruddin, "Politeness principle and its implication in EFL classroom in Indonesia," *XLinguae*, vol. 11, no. 4, pp. 99–112, 2018, doi: 10.18355/XL.2018.11.04.09.
- [14] N. Allott, "Review of Harris 2021 *The Linguistics Wars: Chomsky, Lakoff, and the Battle over Deep Structure*, Randy Allen Harris, 2nd edition, Oxford University Press, New York (2021), ISBN 9780199740338," *Journal of Pragmatics*, vol. 202, pp. 23–25, Dec. 2022, doi: 10.1016/j.pragma.2022.10.009.
- [15] B. Kavanagh, "Emoticons as a medium for channeling politeness within American and Japanese online blogging communities," *Language & Communication*, vol. 48, pp. 53–65, May 2016, doi: 10.1016/j.langcom.2016.03.003.
- [16] M. A. Locher, "Interpersonal pragmatics and its link to (im)politeness research," *Journal of Pragmatics*, vol. 86, pp. 5–10, Sep. 2015, doi: 10.1016/j.pragma.2015.05.010.
- [17] M. Terkourafi, "Conventionalization: A new agenda for im/politeness research," *Journal of Pragmatics*, vol. 86, pp. 11–18, Sep. 2015, doi: 10.1016/j.pragma.2015.06.004.
- [18] G. Leech, *Principles of Pragmatics*. Routledge, 2016. doi: 10.4324/9781315835976.
- [19] L. Lee, A. Williams, C. Lao, N. Lagunas, and C. A. Langner, "The role of home language in children's friendship choice and peer acceptance," *Journal of Applied Developmental Psychology*, vol. 76, p. 101323, Jul. 2021, doi: 10.1016/j.appdev.2021.101323.
- [20] J. Isosävi, "Cultural outsiders' reported adherence to Finnish and French politeness norms," *Journal of Pragmatics*, vol. 155, pp. 177–192, Jan. 2020, doi: 10.1016/j.pragma.2019.10.015.

- [21] M. Muammar, Suhardi, and A. Mustadi, "Students' Politeness Language Use in Elementary Schools in Mataram City," in *Proceedings of the 3rd International Conference on Current Issues in Education (ICCIE 2018)*, 2019, pp. 337–343. doi: 10.2991/iccie-18.2019.57.
- [22] K. Ridealgh and A. H. Jucker, "Late Egyptian, Old English and the re-evaluation of Discernment politeness in remote cultures," *Journal of Pragmatics*, vol. 144, pp. 56–66, Apr. 2019, doi: 10.1016/j.pragma.2019.02.012.
- [23] Y. Liu and C. Zhu, "Rhetoric as the Antistrophos of pragmatics: Toward a 'Competition of Cooperation' in the study of language use," *Journal of Pragmatics*, vol. 43, no. 14, pp. 3403–3415, Nov. 2011, doi: 10.1016/j.pragma.2011.07.010.
- [24] I. Babarro *et al.*, "Do prepubertal hormones, 2D:4D index and psychosocial context jointly explain 11-year-old preadolescents' involvement in bullying?" *Biological Psychology*, vol. 172, p. 108379, Jul. 2022, doi: 10.1016/j.biopsycho.2022.108379.
- [25] G. Gusnawaty, L. Lukman, A. Nurwati, A. Adha, N. Nurhawara, and A. Edy, "Strategy of kinship terms as a politeness model in maintaining social interaction: local values towards global harmony," *Heliyon*, vol. 8, no. 9, p. e10650, Sep. 2022, doi: 10.1016/j.heliyon.2022.e10650.
- [26] U. Flick, *Designing Qualitative Research*. London: SAGE Publications Ltd, 2018. doi: 10.4135/9781529622737.
- [27] Noermanzah, "A 1.4 Year Old Child Language Acquisition (Case Study on a Bilingual Family)," *PAROLE Journal of Linguistics and Education*, vol. 5, no. 2, p. 154, 2017, doi: <https://doi.org/10.14710/parole.v5i2.154>.
- [28] S. Manik and J. Hutagaol, "An Analysis on Teachers' Politeness Strategy and Student's Compliance in Teaching Learning Process at SD Negeri 024184 Binjai Timur Binjai –North Sumatra-Indonesia," *English Language Teaching*, vol. 8, no. 8, Jul. 2015, doi: 10.5539/elt.v8n8p152.
- [29] H. Ilda, I. Syamsi, and R. Rukiyati, "Professional elementary teachers in the digital era: A systematic literature review," *International Journal of Evaluation and Research in Education (IJERE)*, vol. 12, no. 1, pp. 459–467, Mar. 2023, doi: 10.11591/ijere.v12i1.23565.
- [30] E. Damanik, "Language Politeness In The Conversation Between Lecturer in WhatsApp Chatting Group," *Language, Literature & Education*, vol. 15, no. 1, 2019, [Online]. Available: <http://jurnaltarbiyah.uinsu.ac.id/index.php/vision/article/view/460/406>
- [31] N. Mirmanto, H. J. Prayitno, A. Sutopo, L. E. Rahmawati, and C. Widyasari, "A Shift in The Politeness Actions of Grade 5 Elementary School Students With a Javanese Cultural Background," *Pedagogia: Jurnal Pendidikan*, vol. 10, no. 2, pp. 89–99, 2021, doi: 10.21070/pedagogia.v10i2.1006.
- [32] S. Yates and L. Gatsou, "Idealisation and stigmatisation of parenting in families with parental mental illness," *SSM - Qualitative Research in Health*, vol. 1, p. 100020, Dec. 2021, doi: 10.1016/j.ssmqr.2021.100020.
- [33] M. Yang, I.-J. Chen, Y. Song, and X. Wang, "Comparison of intergenerational transmission of gender roles between single-parent families and two-parent families: The influence of parental child-rearing gender-role attitudes," *Children and Youth Services Review*, vol. 125, p. 105985, Jun. 2021, doi: 10.1016/j.childyouth.2021.105985.
- [34] M. A. Fernández-Ruiz, E. Hernández-Montes, and L. M. Gil-Martín, "The Octahedron family as a source of tensegrity families: The X-Octahedron family," *International Journal of Solids and Structures*, vol. 208–209, pp. 1–12, Jan. 2021, doi: 10.1016/j.ijsolstr.2020.10.019.
- [35] N. J. Ward, K. Finley, J. Otto, D. Kack, R. Gleason, and T. Lonsdale, "Traffic safety culture and prosocial driver behavior for safer vehicle-bicyclist interactions," *Journal of Safety Research*, vol. 75, pp. 24–31, Dec. 2020, doi: 10.1016/j.jsr.2020.07.003.
- [36] S. Aryampa, B. Maheshwari, M. Zamorano, E. N. Sabiiti, C. Olobo, and N. L. Bateganya, "Adaptation of EVIAVE methodology to landfill environmental impact assessment in Uganda – A case study of Kiteezi landfill," *Journal of African Earth Sciences*, vol. 183, p. 104310, Nov. 2021, doi: 10.1016/j.jafrearsci.2021.104310.
- [37] D. Levi, R. Ibrahim, R. Malcolm, and A. MacBeth, "Mellow Babies and Mellow Toddlers: Effects on maternal mental health of a group-based parenting intervention for at-risk families with young children," *Journal of Affective Disorders*, vol. 246, pp. 820–827, Mar. 2019, doi: 10.1016/j.jad.2018.12.120.
- [38] Q. Zhang and D. A. Sapp, "Psychological Reactance and Resistance Intention in the Classroom: Effects of Perceived Request Politeness and Legitimacy, Relationship Distance, and Teacher Credibility," *Communication Education*, vol. 62, no. 1, pp. 1–25, Jan. 2013, doi: 10.1080/03634523.2012.727008.
- [39] A. Fuchs, E. Lunkenheimer, and F. Lobo, "Individual differences in parent and child average RSA and parent psychological distress influence parent-child RSA synchrony," *Biological Psychology*, vol. 161, 2021, doi: 10.1016/j.biopsycho.2021.108077.
- [40] R. Rosmaladewi and A. Abduh, "Collaborative teaching cultures of English lecturers in Indonesian polytechnics," *International Journal of Language Education*, vol. 1, no. 1, pp. 20–28, Mar. 2017, doi: 10.26858/ijole.v1i1.2868.
- [41] M. Perry, M. S. Bates, J. R. Cimpian, S. O. Beilstein, and C. Moran, "Impacting teachers' reflection on elementary mathematics classroom videos in online asynchronous professional learning contexts," *Teaching and Teacher Education: Leadership and Professional Development*, vol. 1, p. 100003, Dec. 2022, doi: 10.1016/j.tatelp.2022.100003.
- [42] R. A. Scott, J. Stuart, and B. L. Barber, "Connecting with close friends online: A qualitative analysis of young adults' perceptions of online and offline social interactions with friends," *Computers in Human Behavior Reports*, vol. 7, p. 100217, Aug. 2022, doi: 10.1016/j.chbr.2022.100217.
- [43] A. Toulia, S. Alves, E. Avramidis, M. Sanches-Ferreira, and M. Silveira-Maia, "Qualitative evaluation of an intervention programme fostering students' social participation implemented by Greek and Portuguese elementary school teachers," *International Journal of Educational Research Open*, vol. 3, p. 100205, 2022, doi: 10.1016/j.ijedro.2022.100205.
- [44] J. A. D. Datu, G. S. Ping Wong, and C. Rubie-Davies, "Can kindness promote media literacy skills, self-esteem, and social self-efficacy among selected female secondary school students? An intervention study," *Computers & Education*, vol. 161, p. 104062, Feb. 2021, doi: 10.1016/j.compedu.2020.104062.
- [45] M. H. Reza, N. F. Bromfield, S. Sultana, and M. M. R. Khan, "Child maltreatment in Bangladesh: Poverty, social class, and the emotional abuse of elementary school children by teachers," *Children and Youth Services Review*, vol. 116, p. 105195, Sep. 2020, doi: 10.1016/j.childyouth.2020.105195.
- [46] S. Kusairi, S. Muhamad, N. A. Razak, and A. P. Trapsila, "The role of local wisdom 'Ugahari' and the impact of internet and mobile technology on work-life-balance during COVID-19 outbreak: Data set from Malaysian workers," *Data in Brief*, vol. 40, p. 107779, Feb. 2022, doi: 10.1016/j.dib.2021.107779.
- [47] R. Hashimoto, K. Sueda, and K. Yagyu, "Development of a movement questionnaire adapted for Japanese culture for elementary school children," *Brain and Development*, vol. 42, no. 3, pp. 237–247, Mar. 2020, doi: 10.1016/j.braindev.2019.11.007.
- [48] K. Shartle, "Do high school friends still matter for health behavior in adulthood? Variations in smoking trajectories by adolescent peer smoking networks, race/ethnicity, and gender," *SSM - Population Health*, vol. 16, p. 100925, Dec. 2021, doi: 10.1016/j.ssmph.2021.100925.
- [49] A. Johnson, J. M. Nelson, C. C. Tomaso, T. James, K. A. Espy, and T. D. Nelson, "Preschool executive control predicts social information processing in early elementary school," *Journal of Applied Developmental Psychology*, vol. 71, p. 101195, Nov. 2020, doi: 10.1016/j.appdev.2020.101195.




BIOGRAPHIES OF AUTHORS

Ari Susandi    is a doctor candidate student in the Primary Education Department, Faculty of Sciences Education, Universitas Negeri Yogyakarta, and Lecturer in Universitas Muhammadiyah Lamongan, Indonesia. His research interests include primary education, language education. He can be contacted at: arisusandi.2020@student.uny.ac.id.






Zamzani    is a professor in the Language Department, Faculty of Language and Art, Universitas Negeri Yogyakarta, Indonesia. His research interests include language education, politeness education. He can be contacted at: zamzani@uny.ac.id.



Mulyo Prabowo    is a Doctor in the Education of Technology Department, Faculty of Science Education, Universitas Negeri Yogyakarta, Indonesia. His research interests include education of technology, elementary education. He can be contacted at email: mulyo_prabowo@uny.ac.id.



Bambang Yulianto    is a professor in the Language Department, Faculty of Language and Art, Universitas Negeri Surabaya, Indonesia. His research interests include language education, elementary education. He can be contacted at email: bambangyulianto@unesa.ac.id.