Learning Strategies for Language Politeness: Comprehensive Literature Review

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Abstract. This research discusses the strategy of learning Indonesian language politeness as an effort to shape the character and personality of students who are polite in communication. The purpose of this research is to identify and analyze various effective strategies in learning Indonesian language politeness in the educational environment. The method used is a literature study by reviewing various reference sources related to language politeness learning. The results show that language politeness learning strategies can be applied through several approaches, including: (1) modeling by educators, (2) contextual learning, (3) direct communication practices, (4) reflection and self-evaluation, and (5) integration of local cultural values. The implementation of these strategies needs to pay attention to the linguistic and socio-cultural aspects inherent in Indonesian language. This study concludes that systematic and planned language politeness learning can improve learners' ability to communicate politely according to the prevailing context and social norms.

Keywords: Learning Strategy, Language Politeness, Character Education.

1 Introduction

Language politeness is part of the pragmatic competencies that need to be mastered by students in learning Indonesian. In everyday life, politeness is a marker of a person's personality and integrity in communicating. However, the influence of globalization, social change, and the development of information technology often cause a shift in the values of politeness, especially among the younger generation. Language politeness refers to the effort to appreciate and respect the interlocutor through the right choice of words, language style, and communication strategies. This includes how a person expresses a request, provides criticism, delivers praise, or engages in a conversation taking into account the social and cultural context. Linguistic politeness is an important aspect of communication and social interaction. Language politeness refers to the communication norms and strategies used to value and respect the interlocutor, maintain good relationships, and create a harmonious atmosphere of communication. Therefore, language politeness is an urgency in forming a generation that is not only proficient in language but also able to maintain communication ethics.

Language politeness is a crucial aspect of communication in a multicultural Indonesian society. In the context of education, teaching polite language must be a priority, considering that polite language skills can shape students' character and strengthen social relationships [1]. The most important social skills of students are language politeness which has a fundamental aspect of communication and reflects the individual's personality, but also reflects the norms and cultural

values that prevail in society. Indonesia, which is rich in cultural and linguistic diversity, language politeness has an important role in building harmonious social relations. However, although language politeness is very important, its application in the context of education is often undernoticed, especially in the current development of information technology. In the era of globalization and the development of information technology today, communication often occurs through digital media, where the norm of politeness in language is often ignored [2]. It needs to be realized, that ethics in communication must be more considered, both in the family environment and especially in school as a means of learning science academically for students. Therefore, schools need to have effective learning strategies to educate students, especially in language politeness materials. In addition, language politeness is an important aspect of communication that reflects the cultural and social values of the community. In Indonesia, language politeness is very relevant considering the cultural diversity that exists. Therefore, education that emphasizes language politeness must be integrated in the curriculum to shape students' character and social skills.

Many students are exposed to impolite forms of communication on social media, which can affect how they interact in the real world. This phenomenon shows that there is an urgent need to integrate language politeness learning in the educational curriculum, so that students can understand and apply the principles of politeness in communicating [3], [4]. Therefore, in teaching students, it is necessary to use a variety of learning strategies, so that it can increase students' interest and motivation in learning. Language politeness has several strategies, including using indirect speech acts, using euphemisms (euphemism), Giving honorifics, Using straightforward or less assertive language (hedging), and Giving attention or praise (complimenting) [5], [6]. The meaning of the expression, politeness in language needs to pay attention to the use of indirect forms, use euphemism, give respect, use straightforward or not too firm language, and give attention or praise (complimenting).

Although there are already several proposed learning strategies, such as a contextual approach and the use of audiovisual media, their implementation still faces various challenges. First, many teachers lack special training in teaching language politeness, so that the quality of teaching becomes inconsistent [7], [8]. Second, there are significant cultural differences in various regions in Indonesia, which requires a more flexible and contextual approach to teaching language politeness [2], [9]. Third, students' interest in learning language politeness is often low, which can be caused by a lack of relevance of the material to everyday experiences [10], [11]. The application of this strategy shows that students better understand the importance of politeness in communication. In addition, students become more skilled in adapting their language style according to the situation and the interlocutor. Strategies that involve local culture also increase students' sense of pride in Indonesia's cultural heritage.

Considering these problems, it is important to develop and implement more effective and relevant Indonesian politeness learning strategies. This will not only help students in communicating better, but also contribute to the formation of a character that respects social norms and values in society. The issues raised in this article are "What is the essence of language politeness?; What are the types of politeness in language?; What is the strategy for learning politeness in Indonesian?" Therefore, the researcher is interested in choosing the title of "Indonesian Language Politeness Learning Strategy.

2 Research Method

The research uses a qualitative approach with a literature study design (*library research*). Literature studies are used to dig up information from various reference sources that are relevant [12]. This research discusses more in-depth the learning strategy of politeness in Indonesian. The data source in this study comes from literature related to the theme of language politeness and learning strategies. Data sources include academic books on politeness discussed, relevant scientific journal articles, and other documents. Data collection was carried out through the process of Literature Search through the publication of journal articles by selecting relevant sources based on keywords such as "language politeness," "learning strategies," and "Indonesian language learning." Meanwhile, the documentation used by the researcher is to read and record important information from selected references, then classify information based on themes, such as the concept of politeness, learning strategies, and implementation in Indonesian learning. Data analysis was carried out with a qualitative descriptive analysis approach. The steps are as follows. First, the researcher reduces data relevant to the research topic; second, the presentation of data in the form of descriptive narratives to provide a comprehensive picture; Finally, the results of the analysis were concluded to answer the research questions. This methodology is designed to provide systematic guidance in reviewing various strategies for learning politeness in Indonesian based on existing literature.

3 Result And Discussion

A communication process is not only a medium to convey thoughts, feelings, and ideas, but also as a medium to express emotions. Through language, speakers are able to express the emotions they are experiencing, be it feelings of sadness, anger, or joy. In addition, communication is also a means to establish social relationships. Therefore, in a communication process, the speaker and the other person must be able to maintain each other's feelings.

Effective communication can be done by using several strategies, for example by using the right word choices (diction), polite expressions, small talk, and using good sentence structure. This strategy should be carried out by the speaker and the speaker so that the communication process can run well and the message to be conveyed can be achieved properly because there are no communication barriers. The higher the language skills of the two parties who communicate, the smoother the communication process will occur [13]. Thus, if the communication process has occurred smoothly, then the speaker and the other person will have a deep impression of the conversation, for example: politeness.

Politeness in language will indicate that the person's personality is indeed good. On the other hand, if there is a person whose personality is actually not good, even though he tries to speak well, correctly, and politely in front of others; At some point, they are unable to cover up their bad personality so that the choice of words, expressions, or sentence structures that are not good and impolite appears. Likewise, there are people who pretend to be subtle in front of others but actually have a bad personality, at one point trying to appear with subtle language to appear polite. In order to realize language politeness, it is necessary to pay attention to the ethical aspects of speaking, namely the principle of politeness (*politeness principle*) which includes the maxims of wisdom, generosity, praise, humility, agreement, and sympathy. In addition, politeness is also manifested by speech that benefits the speaking partner [14].

Politeness in language refers to a way of communicating that pays attention to social and cultural

norms. The theory of verbal politeness is divided into two types: positive politeness and negative politeness. Positive politeness includes recognition and appreciation of others, while negative politeness focuses on avoiding negative judgments [9].

Therefore, the language politeness strategy can be summarized into four common behaviors that can be applied by speakers [15]Including:

Bald-on Record Strategy (no strategy)

This strategy does not make any effort to minimize the threat to the face of the speaker or to reduce the consequences of the face threatening action. Strategies like this will cause the speaker to feel surprised, embarrassed and uncomfortable.

Positive Politeness Strategy

This strategy is used to show familiarity to the speaker who is not close to the speaker. To facilitate the interaction, the speaker tries to give the impression of being in tune and as if he has the same desire as the other speaker and is considered a common desire that is really wanted together. This strategy is aimed directly at the positive face of the speaker so that the speaker's desire is considered as a common desire between the speaker and the speaker.

Negative Politeness Strategy

The negative politeness strategy is an action taken to make up for the negative face of the speaker and the speaker's desire to be free from the burden with the intention that his actions and intentions are not disturbed and not constrained. This action is nothing but the basis of appreciative behavior, which is also found in the strategy of positive politeness. The difference is that this strategy is more specific and more focused because the speaker displays supporting functions to minimize certain burdens as something that cannot be avoided by the speaker. The main focus of using this strategy is to assume that the speaker is likely to provide a burden or disturbance to the speaker because he has entered the opponent's area. It is assumed that there is a certain social distancing or certain obstacles in the situation.

Off-record Politeness Strategy

This strategy is realized in a disguised way and does not depict clear communicative intentions. With this strategy, the speaker takes himself out of action by allowing the speaker to interpret an action himself. This strategy is used if the speaker wants to commit a face threatening act but does not want to take responsibility for the action.

Turning away from the opinion above, the language politeness learning strategy categorizes into two, namely, the use of frank strategies and positive politeness and the use of frank strategies and negative politeness. The politeness strategy that tends to be used is the positive politeness strategy used by teachers [16].

The interesting thing about the phenomenon of politeness is the fact that politeness lies at the intersection between language and social reality. It can be seen from the polite language strategy that it will reduce the possibility for speakers to get threats to the face of their opponents. The politeness strategy is used so that the communication process can run smoothly and harmoniously. The politeness strategy is used in the teaching and learning process in the classroom. Language politeness comes from the speech from a teacher to a student or a student to his peers. Face concepts in the learning process have an important role. Teachers and students have the possibility of negative face threats and positive faces of speech opponents. A teacher's

positive face can be threatened, due to questions asked by students that contain criticism, disapproval statements, and accusations. Students' negative faces can also be threatened because of teachers' speeches that contain orders, warnings, advice, and threats.

A good understanding of these two types of politeness is essential in developing effective learning strategies. The following are strategies for learning language politeness

3.1 Contextual Approach

The contextual approach has an influence in using real situations in learning language politeness to help students understand the importance of context in communicating [7]. For example, teachers can create scenarios where students must interact in a variety of social situations, such as talking to older people, peers, or in formal contexts. This approach encourages students to practice using polite and appropriate expressions. In addition, the learning of language politeness needs to be associated with the real context of daily life. This strategy can be applied through, simulation of conversations in various social situations, analysis of language use in mass media, hands-on practice in the school environment.

3.2 Game-Based Learning

Learning through games can make students more interested in learning about politeness. An example of a game that can be applied is role-playing games (*role-play*) that requires students to respond in a polite manner in a given situation [17]. Games like "Courtesy Cards" where students have to create polite sentences for certain situations can also improve their understanding of the use of polite language.

3.3 Discussion and Reflection

Group discussions on examples of polite behavior and impoliteness in various social contexts can enrich students' understanding. In discussion sessions, students can share personal experiences and discuss the impact of politeness in social relationships. Additionally, reflection after the activity can help students become aware of how their behavior affects others [18].

3.4 Use of Audiovisual Media

Media such as movies, videos, and news shows can be effective learning tools. By analyzing dialogue in movies or television programs, students can learn about the context of polite language use [19]. For example, teachers can ask students to watch a specific scene and identify the polite phrases that the characters use.

3.5 Application of Politeness Theory in Daily Activities

Integrating politeness theory in daily activities in the classroom is essential. For example, when giving feedback or expressing opinions, teachers can show a polite and effective way. This practice not only improves students' language skills, but also accustomates them to using polite language in their daily lives [20].

3.6 Development of Teaching Materials

Relevant and contextual teaching materials must be prepared to support polite learning [13]. Textbooks and resources that emphasize the polite use of language in a variety of social contexts can be good references. The use of varied teaching materials, such as stories, poems, and articles, can provide a different perspective on language politeness.

3.7 Evaluation and Feedback

Evaluation of language politeness learning must be carried out periodically. Feedback from teachers and peers can help students understand their strengths and weaknesses in using polite language. Evaluation activities such as observation in real situations and self-assessments can provide valuable insights for students [21].

Our culture considers that speaking using polite language will show our true nature as ethical, educated, and cultured human beings who are rewarded as good human beings. Therefore, the author is very interested in communication in language politeness in school, because the interaction between teachers and students in the teaching and learning process certainly lasts for a long time or not for a short time. The determining factors of communication actions and the principles of politeness are very important in the realization of communication in schools. Ideal conditions that are expected as above, sometimes clash with the reality that occurs in the field. It is still often found in the learning process in the classroom, both by teachers and students, speakers use sentences that are often not in accordance with ethics and polite speech. This condition is caused by habits that are carried out at home, the environment, and social friends. Therefore, we as educators must strive to always use polite language. The attitude and speech of teachers in the classroom have a great influence on the attitude and speech of students. Therefore, teachers as role models and role models for students must be able to present themselves and speak well.

The art of communication is the key to success for a person in social life. The effect of language rests on force and orientation, as well as the choice of strategies using language; and the essence of character is that there is a 'psychological trait' that is inherent and integrated with character, morals, and ethics, which imparts character, personality, distinctive traits, honesty, patience, harmony, and harmony as the pillars that form the totality of an empowered life - especially a positive politeness strategy [7], [22], [23].

So, polite speech is not only the language aspect that is prioritized, because the speaking or way of speaking must also be polite, so that the purpose of speech can be conveyed according to the speaker's expectations. A smiling facial expression when the teacher enters the classroom will create politeness, but on the other hand, a gloomy facial expression when the teacher enters the classroom is considered impolite. Another thing that needs to be worked on is to maintain the atmosphere or communication situation between teachers and students. For example, when teaching new things that require serious discussions with students, it is not polite for teachers to use mobile phones or receive calls from outside, let alone loudly. If you are forced to use or receive a phone, you should give permission to the student.

The tendency to dominate the conversation, when it is new to the discussion in class, of course the attitude is not polite, talking to the friend next door when the teacher is explaining the lesson, looking in the other direction in a style of harassing the speaker, namely the teacher who has

just delivered the material in class, laughing or being cynical are some of the ways that do not maintain a conducive, calm, and pleasant atmosphere of communication, which can result in disrupting the purpose of communication. The application of guidance with effective behavioral therapy can improve students' social skills, including affective attitudes, cooperation, self-awareness, and care [24]–[26]. So, values and politeness are very closely related. A person is considered impolite and does not practice good values when speaking using harsh speech.

Learning strategies are principles in the selection of the order of learning repetition in a learning process. An ideal implementation strategy is indeed a dream for all education implementers. However, in reality, problems still arise in the process of implementing learning. If it is returned to the application of the ideal strategy, then problems can only arise when the implementation is detached from the learning objectives that will be achieved.

4 Conclusion

Politeness in communicating is not just a medium for conveying thoughts, but also expressing emotions and establishing social relationships. Politeness in language also reflects a person's personality and refers to a way of communicating that pays attention to social and cultural norms. As for the types of politeness, there are Positive politeness (acknowledging and respecting other parties) and Negative politeness (avoiding negative judgments). Language politeness learning strategies in Communication include, Contextual approach, Game-Based learning, discussion and reflection, use of Audiovisual Media, application of Politeness Theory in Daily Activities, development of Teaching Materials, and evaluation or feedback. Final conclusion: Language politeness is an important skill that needs to be developed systematically in education, taking into account the social, cultural, and effective communication goals.

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