Research Trends about Language Politeness in Learning: A Systematic Literature Review (SLR) in Indonesia

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Abstract. This study aimed to determine research trends in language politeness in learning based on(1) year of publication, (2) publication index, (3) research subject, and (4) Authors. This study used *systematic literature review (SLR)*. SLR research was a systematic research method for collecting, critically evaluating, integrating, and presenting findings from multiple research studies on a research question or topic of interest. The data in this study were research articles published in journals in Indonesia. Data search process through the Open Knowledge Maps application. The articles were integrated with the Zotero application. It analyzed via the Excel and VOSviewer applications. This study showed that language politeness in learning has become an interesting trend in the last 5 years. The resulting study was published in various Sinta indexed journals. Research on language politeness in learning was carried out at every level of education starting from elementary school, junior high school and senior high school. Each research title on language politeness in learning involved two or more researchers that showed collaboration.

Keywords: Language Politeness, Learning, Systematic Literature Review.

1 Introduction

Language as a means of communication in social interaction is of course inseparable from the value system that applies in society. This value system is manifested in the form of social norms. According to [1] social norms are a set of written and unwritten rules agreed upon by members of a group to control the behavior of all members in the community. If language is used by speakers in accordance with the social norms that bind it, it can realize the expected goals. On the other hand, if the speaker speaks a language outside of the applicable social norm system, it can result in the failure of a social interaction.

The use of language in accordance with applicable social norms can be categorized as a form of language politeness. According to KBBI VI [2], the word polite means being gentle and good (one's manners, behavior). Based on this definition, the concept of politeness is not only seen from a person's behavior, but politeness is also seen from the mannerisms of their language. [3]

Explained the essence of language politeness, namely ethics in socializing in society by using language and choosing words well, by paying attention to the person you were saying, the situation and conditions that applied at that time. Language politeness could be interpreted as a person's skill in choosing words in a language according to the values (norms) that applied in that society.

Language politeness applies to all aspects of human life. This language politeness applies both in micro and macro interactions. Language politeness applies on a regional, national and cross-country scale. Language politeness applies in small and large communities, applies in various organizational fields, various sectors. Even language politeness is fixed upon in all religious concepts. There is not a single religion in the world that wants its followers to be impolite in their language. All religions agree that polite language can strengthen social relations between people. The basic concept is that someone can be considered ethical, moral, cultured, religious and educated if that person is polite in language. On the other hand, someone can be judged negatively (not ethical or educated) if they use harsh language, rebuke, condescending, and so on.

Language politeness is not just obtained. Language politeness is formed and instilled in a person. Language politeness is part of character education. The benchmark for a generation with character is a generation that can speak politely. Language is a reflection of a person's self. Through language a person can judge character without needing to see his behavior. The importance of language politeness requires conscious and planned efforts in the form of education.

This process of instilling politeness in language can be instilled through a formal education process. Education is not only a tool for transforming knowledge into students, but also as an effort to shape students' character. This is in accordance with the definition of education according UU Number 20 of 2003 chapter 1, that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills they need, society, nation and state. This law signals the importance of instilling character values in students. [4] Emphasized that education is considered imperfect in educating if the students who are taught do not have good manners. An educational institution can be declared a failure if students do not have positive values or politeness within themselves.

Instilling language politeness in students at school is not taught explicitly in the form of subjects. Language politeness is instilled through a habituation process that is integrated in the learning process. This concept seems to place the teacher as the main actor in shaping students' language politeness in the learning process. So that students can speak politely, of course the teacher must first appear to provide examples of polite language. If a teacher is able to speak well and politely, the teacher can form positive characters for his students. All the teacher's words and behavior greatly influence the development of students. The teacher's words and behavior will be observed and used as a role model. This is in accordance with Ki Hadjar Dewantara's educational slogan "Ing Ngarsa Sung Tuladha" which means in front of (the teacher) giving an example (role model).

In essence, the purpose of the speech that occurs between teachers and students is to convey information in the form of learning material in accordance with the learning objectives. The use of language politeness can make it easier for students to understand any information conveyed by the teacher. Language politeness can also build harmonious relationships between teachers

and students. In fact, Education is often tarnished by the widespread reporting of conflicts that occur within the school environment in Indonesia. Data shows 127 cases violence at school handled by the Ministry of Education and Culture from 2021 to 2023 which is dominated by cases of bullying and intolerance [5]. Data from UNICEF [6] shows that Indonesia leads the world in terms of incidents of violence in schools with a percentage of 84%. The acts of violence in this case took the form of verbal and physical bullying. According to [7] Verbal abuse is a form of violence that involves the use of words or language that verbally demean, harass, threaten or hurt other people. Verbal abuse can create a school environment that is unsafe, uncomfortable, and not conducive to learning. It is understood that the high incidence of violence in schools is due to the low understanding of language politeness involving teachers and students or students and students. According to [8] in learning teachers must be able to control conversations by arranging speech patterns, giving speeches, taking turns speaking, overcoming misunderstandings that can cause disharmonious relationships between teachers and students. This is the urgency for language politeness research to be interesting to research.

Language politeness in learning interactions has received a lot of attention from researchers. Several researchers have previously conducted research on language politeness in learning interactions. The most common research on politeness skills is presented in the type of qualitative descriptive research [9] [10] [11] [12] [13] [14] [15] [16] [17] [18]. Another research on language politeness in the form of a survey was conducted by [19]. Another type of research on language politeness was carried out in the form of FGD research conducted by [20], in the form of a literature review done by [21] [22] [23], in the form of R & D research carried out by [24].

Based on searches carried out in previous research, It can be concluded that there has been no research that examines language politeness in learning using methods *systematic literature review* (SLR). This research is expected to provide an overview of findings related to the results of research articles discussing language politeness. The aim of this research is to review and compare various studies on journal articles on the topic of language politeness in learning. Several points that are research targets include: 1) year of publication, 2) publication index, 3) research subject, 4) authors. It is hoped this research can contribute to a more comprehensive design for developing theories of language politeness in learning and provide a basis for research that focuses on non-research texts.

2 Research Methods

This study used research methods *systematic literature review (SLR)*. According to Pati and Lorusso [25] SLR was a systematic research method for collecting, critically evaluating, integrating, and presenting findings from various research studies about research questions or topics of interest. According to [26] the SLR research method aimed to map previous research on language politeness in learning. SLR research was beneficial to researchers, by providing clear motivation for new research, and to practitioners, by providing comprehensive evidence to guide decision making on follow-up research work on the same topic.

The article data collection process was carried out through the application *Open Knowledge Maps* (https://openknowledgemaps.org/index). Researchers used this application as the main source of information because it was considered that its coverage was more specific in reference to keywords. Researchers use the keyword "language politeness in learning". The use of Indonesian as keywords made it easier to search for journals published in national journals in

Indonesia. The use of keywords in the search aimed to focus the search for research articles. After entering keywords in the search menu, the application automatically worked to find research articles related to language politeness in learning.

The data obtained was in the form of articles in PDF file form. All files found were input into the Zotero application. Files that had been read in the Zotero application then converted into RIS (Research Information Systems) files. RIS was a file format that contained metadata and reference information used to manage and organize research data. RIS data was used to visualize data for analysis. Researchers used *software* VOSviewer to read the RIS data. Next, the research articles that had been collected then grouped and conclusions. Another application used the Excel application.

The inclusion criteria in this study from [27], namely: 1) Literature in the form of journal articles; 2) Sinta indexed literature; 3) Qualitative research methods; 4). Maximum year of literature publication in the last 5 years; 6) Literature discusses language politeness in learning; 7). The research subjects in literature are students in Indonesia

3 Result and Discussion

The literature search process on the Open Knowledge Maps search engine using the 2019-2023 range feature displays 100 related literature published in various journals in Indonesia. The keywords included language politeness in learning.
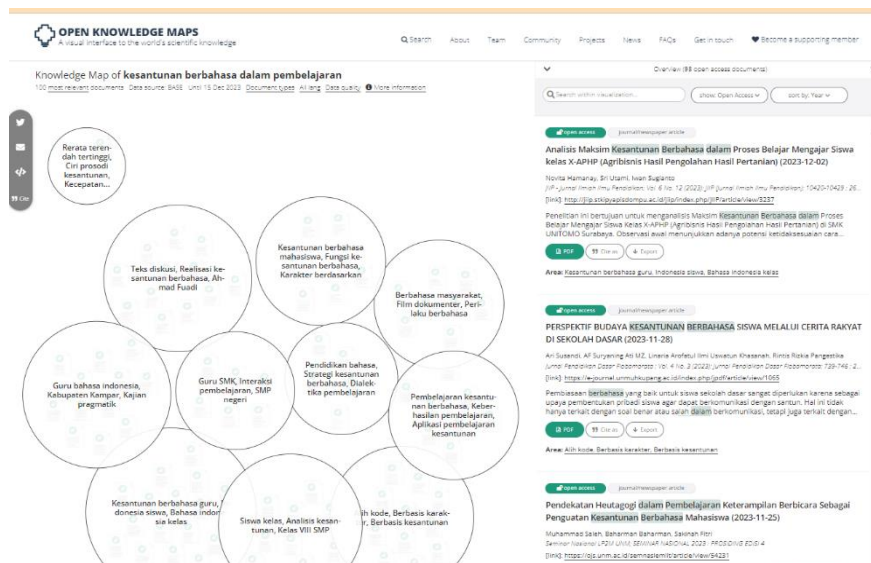

Fig 1. Search for research articles using Open Knowledge Maps

The literature obtained was selected based on inclusion criteria. The previous data obtained was 65 pieces journals, then included again to become 41 journals indexed by Sinta. Based on the publication year range 2019-2023, 40 research articles were obtained. Inclusion based on

qualitative methods resulted in 33 research articles. Including based on the topic of language politeness in learning, 23 research articles were obtained. The final inquiry based on research objects obtained 19 research articles. The results of the research article data were classified and published in table 1 below:
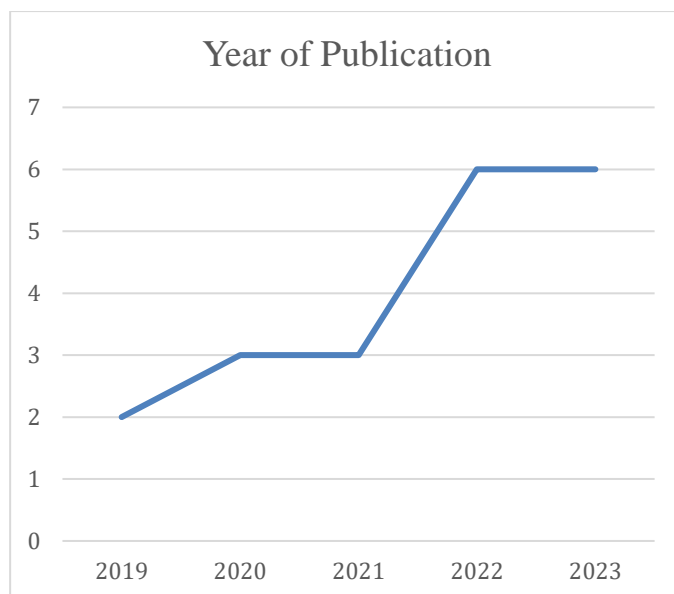
Table 1. Classification of Selected Research Articles

NO.	NAME	YEAR	METHOD	SINTA	JOURNAL'S NAME
1.	Karmil Dialsi S.Seno, A.Hamsiah, A.Vivit Angreani	2023	Qualitative Descriptive	S5	Mega Pena: Jurnal Pendidikan Bahasa dan Sastra Indonesia
2.	Fadilatul Maramah, Kusmiyati, Boedi Martono	2020	Qualitative Descriptive	S5	Widyabastra : Jurnal Ilmiah Pembelajaran Bahasa dan Sastra Indonesia
3.	Dharyana Suryadijaya, Rahma Yunita Ansi, Dian Anggraini Harahap, Datulina Ginting, Derliana Hasibuan	2023	Qualitative Descriptive	S5	Jurnal Eduscience (JES)
4.	Muhammad Aditya Wisnu Wardana, Kundharu Saddhono, Raheni Suhita	2023	Qualitative Descriptive	S5	Jurnal Pendidikan Sosiologi Undiksha
5.	Ella Novitasari, Urip Sulistiyo, dan Rustam	2023	Qualitative Descriptive	S3	Literasi: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia dan Daerah
6.	Zulkarnain Sirait dan Akmal	2023	Qualitative Descriptive	S5	Lingusitik: Jurnal Bahasa & Sastra

NO.	NAME	YEAR	METHOD	SINTA	JOURNAL'S NAME
7.	Annisa Nurul Sobi Siregar, Rosmilan Pulungan	2022	Qualitative Descriptive	S2	Jurnal Ilmu Pendidikan (JIP)
8.	Salsabila Rohadatul Aisy, Imam Suwardi Wibowo, Larlen	2022	Qualitative Descriptive	S4	Lingua Rima: Jurnal Pendidikan Bahasa dan Sastra Indonesia
9.	Yeni Rahmawati, Anggit Tiyas Fitra Romadani	2022	Qualitative Descriptive	S5	Klitika: Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia
10.	Mella Andriana dan Tressyalina	2022	Qualitative Descriptive	S3	Jurnal Sastra Indonesia
11.	Anesya Navera, Akhyaruddin, Andiopenta Purba,	2022	Qualitative Descriptive	S5	Sastranesia: Jurnal Program Studi Pendidikan Bahasa dan Sastra Indonesia
12.	Ria Elva Diana, Ngusman Abdul Manaf	2022	Qualitative Descriptive	S5	Jurnal Basicedu
13.	Haryadi, Listini, Gunawan, Supriatini, Yati	2021	Qualitative Descriptive	S4	Jurnal Bindo Sastra
14.	Ni Putu Budiariani, Ida Ayu Agung Ekasriadi, Ni Luh Gede Liswahyuningsih	2021	Qualitative Descriptive	S5	Stilistika: Jurnal Pendidikan Bahasa dan Seni
15.	Abdul Ghoni Mahmudi, Lulus Irawati2, Dwi Rohman Soleh	2021	Qualitative Descriptive	S4	Jurnal Deiksis
16.	Syahrin Thohir Fatkhun Ni'am,	2020	Qualitative Descriptive	S3	Jurnal Pendidikan Bahasa dan Sastra Indonesia Univ. Negeri Semarang

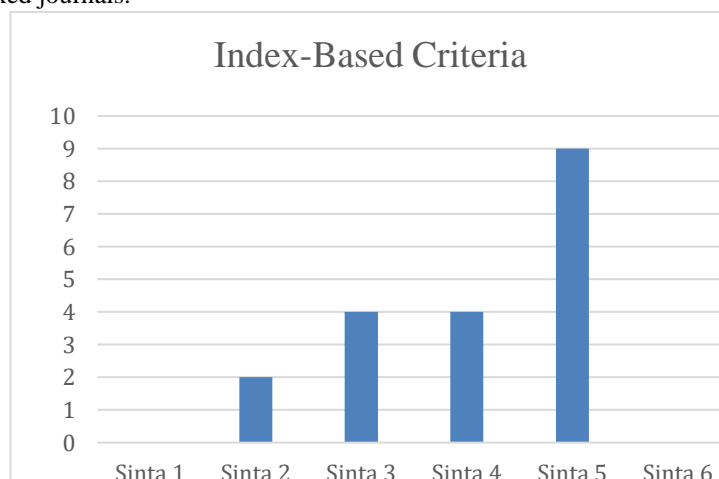| NO.	NAME	YEAR	METHOD	SINTA	JOURNAL'S NAME
	Asep Purwo Yudi Utomo				
17.	Mohammad Setyo Wardono, Anang Santoso, Imam Suyitno	2020	Qualitative Descriptive	S3	Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan
18.	Luh Putu Budi Pradnyani, I Ketut Darma Laksana, I Nyoman Aryawibawa	2019	Qualitative Descriptive	S2	Jurnal Ilmu Sosial dan Humaniora Undhiksa
19.	Novia Anggraini, Ngudining Rahayu, dan Bambang Djunaidi	2019	Qualitative Descriptive	S4	Jurnal Ilmiah Korpus

Below was presented data regarding the number of research articles on language politeness in learning over the last 5 years.

Figure 2. Year of Article Distribution

The data presented in Figure 1 was the number of articles research related to Language Politeness in Learning published during the last 5 years (2019-2023). The picture above showed an increase in research from 2019 to 2020. From 2020 to 2021 research on language politeness in learning did not increase. From 2021 to 2022, research on language politeness in learning showed a significant increase. From 2022 to 2023, research on language politeness in learning did not increase. These data illustrated that research on language politeness in learning had become an interesting research trend in the last five years. Until 2023, research trends on language politeness in learning was still be an interesting topic for further research.

The following presents data from research articles on language politeness in learning published in Sinta indexed journals.
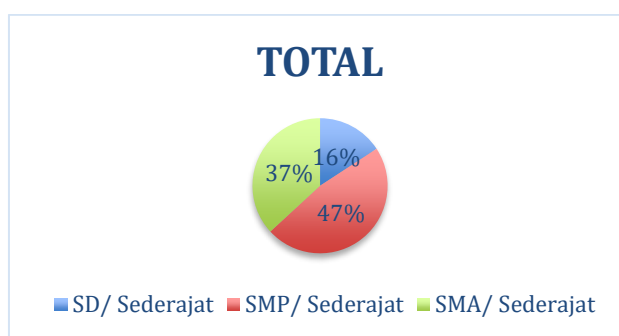

Figure 3. Year of Article Distribution

Figure 2 visualized the distribution of research articles based on journals indexed by Sinta. The most research articles were in Sinta 5 indexed journals. There were 2 research articles published in Sinta 2 indexed journals. Research articles published in journals indexed by Sinta 3 and 4 were 4 articles with total 8 articles. There were no journals published in Sinta 1 and Sinta 6 indexed journals. The distribution of research article publications in Sinta indexed journals was spread across 19 different journals in Indonesia. There were no research articles on language politeness in learning published in the same journal. The results of this study indicated that the research trend on language politeness in learning could be accepted in Sinta-indexed publications in various journals in Indonesia. The next research target was related to research on language politeness in learning so that it could be accepted in journals indexed by Sinta 1 or more widely accepted by journals indexed by Sinta 3, Sinta 2 and Sinta 1.
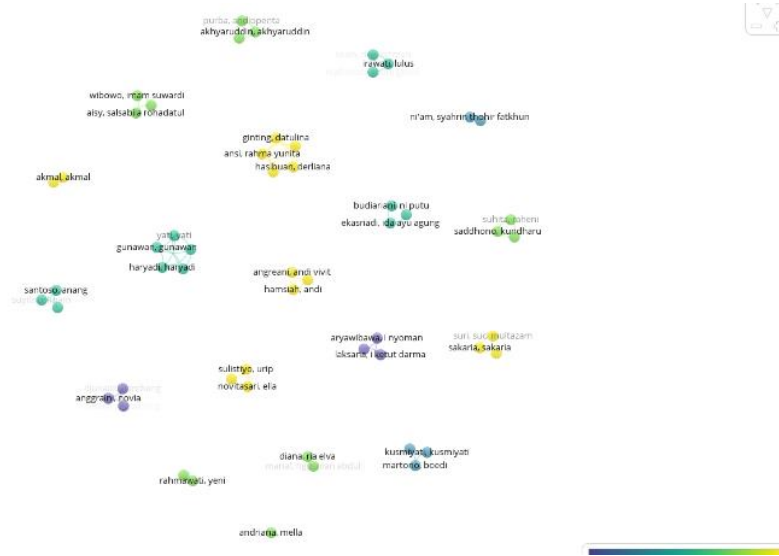
Below, presented data about research subjects involving students regarding language politeness in learning.

Figure 4. Research Subjects

Figure 3 visualized the distribution of research articles based on research subjects. Research articles on language politeness in learning were mostly carried out at the junior high school (SMP) level, namely 47%. Research on language politeness in learning at the Senior High School (SMA) level was 37%. The least research on language politeness in learning was conducted in elementary schools, namely 16%. This data showed that research on language politeness in learning was carried out at almost all levels of education involving students and teachers. This percentage also showed that language politeness problems in learning often occur at the junior high school or equivalent level.

Below was presented data regarding author collaboration regarding research articles on language politeness in learning.

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Figure 5. Collaboration of Authors

Figure 4 illustrates the findings using VOSviewer to determine the relationship between each author (authors). Based on data analysis from VOSviewer, it is known that of the 19 research articles included, no collaboration has occurred between the authors of one research article and another research article regarding language politeness in learning. Research on language politeness in learning involves 2 or more researchers. This condition shows that there was collaboration involving researchers in each research article title. Several names of authors for each article can be seen in table 2 below

Table 2. Researchers and Research Titles

NO.	NAME	YEAR	TITLE
1.	Karmil Dialsi S.Seno, A.Hamsiah, A.Vivit Angreani	2023	Analisis Penggunaan Diksi Kesantunan Berbahasa Pada Proses Pembelajaran Kelas VIII-1 UPT SPF SMP Negeri 35 Makassar
2.	Fadilatul Maramah, Kusmiyati, Boedi Martono	2020	Analisis Kesantunan Berbahasa Pada Siswa Kelas XI di SMA Negeri 1 Tanjungbumi Desa Macajah Kecamatan Tanjungbumi Kabupaten Bangkalan
3.	Dharyana Suryadijaya, Rahma Yunita Ansi, Dian Anggraini Harahap, Datulina Ginting, Derliana Hasibuan	2023	How To Create Speaking Politeness in Elemantary School Of SDN 101788 Marindal 1 Medan
4.	Muhammad Aditya Wisnu Wardana, Kundharu Saddhono, Raheni Suhita	2023	Kesantunan Berbahasa sebagai Implementasi Pendidikan Karakter Pada Pembelajaran di SMP PGRI 2 Wates Kabupaten Blitar: Kajian Sosiolinguistik Alih Kode Dan Campur Kode
5.	Ella Novitasari, Urip Sulistiyo, dan Rustam	2023	Kesantunan Berbahasa Siswa dan Guru Pada Diskusi Pembelajaran Bahasa Indonesia: dalam Perspektif Teori Robin Lakoff
6.	Zulkarnain Sirait dan Akmal	2023	Realisasi Kesantunan Berbahasa dalam Kegiatan Presentasi dalam Proses Pembelajaran Bahasa
7.	Annisa Nurul Sobi Siregar, Rosmilan Pulungan	2022	Analisis Kesantunan dalam Interaksi Antara Guru dDan Siswa Pada Mata Pelajaran Bahasa Indonesia
8.	Salsabila Rohadatul Aisy, Imam Suwardi Wibowo, Larlen	2022	Kesantunan Berbahasa Dalam Pembelajaran Bahasa Indonesia Di Kelas VIII SMP N 7 Kota Jambi
9.	Yeni Rahmawati, Anggit Tiyas Fitra Romadani	2022	Kesantunan Berbahasa dalam Pembelajaran Daring di SD Muhammadiyah Suronatan Yogyakarta

NO.	NAME	YEAR	TITLE
10.	Mella Andriana dan Tressyalina	2022	Kesantunan Berbahasa dalam Tindak Tutur Menyuruh Guru Bahasa Indonesia Berdasarkan Perspektif Gender dalam Proses Pembelajaran di SMP Negeri 3 Kampar Kiri Hulu Kabupaten Kampar
11.	Anesya Navera, Akhyaruddin, Andiopenta Purba,	2022	Penerapan Maksim Kesantunan Tindak Tutur Siswa dan Guru Pada Pembelajaran Teks Drama
12.	Ria Elva Diana, Ngusman Abdul Manaf	2022	Prinsip Kesantunan Berbahasa dalam Tindak Tutur Direktif Guru Bahasa Indonesia Pada Proses Pembelajaran di SMP
13.	Haryadi, Listini, Gunawan, Supriatini, Yati	2021	Kesantunan Berbahasa dalam Percakapan Guru dan Siswa dalam Proses Belajar Mengajar
14.	Ni Putu Budiariani, Ida Ayu Agung Ekasriadi, Ni Luh Gede Liswahyuningsih	2021	Kesantunan Berbahasa Guru dalam Pembelajaran Bahasa Indonesia Di SMK Pariwisata Dalung Tahun Pelajaran 2019/2020
15.	Abdul Ghoni Mahmudi, Lulus Irawati2, Dwi Rohman Soleh	2021	Kesantunan Berbahasa Siswa dalam Berkomunikasi Dengan Guru (Kajian Pragmatk)
16.	Syahrin Thohir Fatkhun Ni'am, Asep Purwo Yudi Utomo	2020	Analisis Pematuhan dan Pelanggaran Prinsip Kesantunan Berbahasa Pada Kegiatan Praktik Debat Siswa Kelas X SMA Negeri 1 Pecangaan
17.	Mohammad Setyo Wardono, Anang Santoso, Imam Suyitno	2020	Prinsip Kesantunan Ujaran Berbahasa dalam Interaksi Siswa Sekolah Dasar
18.	Luh Putu Budi Pradnyani, I Ketut Darma Laksana, I Nyoman Aryawibawa	2019	Kesantunan Berbahasa Guru Dan Siswa dalam Pembelajaran Bahasa Indonesia Pada Kelas VIIi SMP Negeri 1 Kuta Utara Ni
19.	Novia Anggraini, Ngudining Rahayu, dan Bambang Djunaidi	2019	Kesantunan Berbahasa Indonesia Dalam Pembelajaran Di Kelas X Man 1 Model Kota Bengkulu

Based on the results of the analysis of 19 pieces of literature that became research data, it showed that research on language politeness in learning was an interesting research trend. Research on language politeness in learning were researched at elementary, junior and senior high school students. This showed that research on language politeness in learning was very important to do. According to [28] Language politeness was a very important aspect in conversing with other speakers. One of the important aspects in question was strengthening character education. [29] explained that language politeness was an aspect that could increase the emotional intelligence of its speakers. Speakers and interlocutors must be able to convey factual information and must also be able to commit to maintaining harmonious relationships so that the communication carried out could be useful. The 19 research articles used as data sources. This study found the level of language politeness in learning which was varied. Generally, this research used Geoffrey Leech's theory of politeness maxims.

4 Conclusion

The research about language politeness in learning has received a lot of attention from researchers in the last 5 years, 2019-2023. The resulting research has been published in various indexed journals Sinta 5, Sinta 4, Sinta 3, and Sinta 2. Research on language politeness in learning is carried out at every level of education starting from elementary school, junior and senior high school. This shows that language politeness in the learning context is a serious topic to continue discussing. Each research title on language politeness in learning involves two or more researchers. The existence of collaboration in research shows that research on language politeness in learning is an interesting trend for researchers.

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