

Language Politeness Principle and its Assisting Realization in Urban Elementary School: Case Study of Muhammadiyah Elementary School at Yogyakarta, Indonesia

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Abstract. Language politeness as one of the characteristics of Indonesian society. Unfortunately there is a disobey rule toward the language politeness of Urban Elementary Schools learners and getting special attention. The disobey rule in the interaction of learners among peers, teachers and principals in Yogyakarta, Indonesia. This research is a qualitative research approach with the research strategy focusing on case study; *single-case design*. The data sources in this research are taken from the result of interviews, observations and documentation. The interviews is done to classroom teachers, principals and learners. observations done by creating filed notes and reflection during the processes of data collection. In addition, Audio-visual documentation is in the form of photograph, *videotape*, and recordings during the learning processes and interaction from learners or teachers. Data collection are collected by theory from Creswell which used four strategies; observations, interviews, documents and audio-visual. Data validity using data triangulation, member checking, long time duration and repeated observations in the research location and peer examination. The finding of the research are as follow: a) there found a disobey of Indonesian language politeness principle in Urban Elementary School in Yogyakarta, Indonesia; maxim violation of appreciation and sympathy in the form of bullying, body shaming and verbal violation. the assistance of language politeness in Muhammadiyah Elementary School, Yogyakarta, Indonesia through the habit of Sholat Dhuha Berjamaah, morning recitation with the assistance from teachers and principals, teachers role modelling by departing to school at 06.15 and the recitation of asmaul husna together which has a cheerful impact toward the politeness of learners. This research is applied as the policy guidelines of Elementary School curriculum which is oriented to the language politeness and form of assistance to impoliteness done by the learners.

Keywords: politeness principle, urban, maxim, elementary school.

1 Introduction

Language politeness is one of the characteristics of Indonesian. The language used, can determine the purpose of the conversation can be well delivered or vice versa. Communicating is not only delivering the purpose of communication itself but also appreciating the speakers. As a form of communication relations, it is necessary to pay attention to the politeness. The politeness is the application of moral norms that is the rules for determining politeness. The use of language used by someone reflects his cognitive ability or thinking ability. This is correlated to what is expressed by someone is the thing that cross in his mind.

Leech differentiate from '*Relative Politeness*' and '*Absolute Politeness*' [16]. Relative politeness refers to the politeness of an action that is relative to a particular context, in the other hand absolute politeness refers to the politeness associated with an action that is independent of the context. Regarding to absolute politeness, Leech argues, "some illocution (eg: command) is basically impolite, and others (eg: offers) are basically considered as polite" [16]. As well as Brown and Levinson (1987), who work in the face-oriented politeness model, stated that "it is an intuitive case that certain actions intrinsically threaten the face". In contrast to Leech, this is more oriented towards politeness as an independent action of the context. Yule consider politeness as a technical term, the face itself is the embodiment of one's personality in society [26].

Levinson and Yule use the terms cheerful face and negative face in their perspective of politeness [4][26]. In line with Leech, Brown, Yule, and Levinson, Lee research how the politeness of Chinese learners who is learning English get the big attention [15]. This attention comes up as the gap or impoliteness displayed by Chinese learners in communication. Lee tried to identify factors that influenced the perception of politeness level from Chinese learners who is learning English and compared them with native speakers of English. Culpeper researched about "*Conventionalised Impoliteness formula*" [8]. He researched about the contribution of newspapers to teach the impoliteness of the formed political expressions. In line with Culpeper who researched about the influence of newspapers in politeness, Pishghadam and Navari conducted a study of politeness strategies and politeness markers in their advertising only as a way to influence someone [21].

The principles of politeness in language from speakers and hearers occur during the learning processes school. However, sometimes it has not been noted in detail whether or not it is polite or impolite. These two aspect are also found in teaching and learning processes. Various studies related to politeness and impolitenesses of language conducted by Culpeper, Lee, Yule, Levinson, etc. provide an illustration to the researcher regarding the follow up of those studies. The interaction from the speaker and the hearer implies politeness and impoliteness that is affect by the context of the speech, one of them are the learners. The language politenesses of learners in Yogyakarta get special attention. The concern was caused by Yogyakarta being considered as one of the cities with excellent politeness, is seen from the use of language. Unfortunately, there is problem in the interaction of learners and teachers in Yogyakarta related to language politeness. AR as the principals of Muhammadiyah Darussalam Gendeng Elementary School, Yogyakarta, state that there are problems regarding to the disobey rule of learners' language politeness which is needed assistance.

Dyson, et al [10], Allbright [1], Cressey [6] and Morrison, et al [19] conducted research on *Social and emotional learning* (SEL), the processes when people develop their knowledge and skills related to self-awareness, self-management, social awareness, relationship skills and responsible decision making. That research has correlation to the research done by the researcher, regarding to the importance of social awareness and the learners' self-management on politeness. However, regarding the roles of teachers, principals, and assistants were not reviewed by the four previous researchers.

Hulvershorn's research produced an approach for preventing conflict by creating a healthy school condition. In addition, learners are given communication skills to build relationships with peers [13]. However, research conducted that focused on the school's condition has not yet correlated the role of assistants done by schools in preventing conflict. Therefore, research on the language politeness principles in Urban Elementary School, Yogyakarta, Indonesia and the forms of assistance done by elementary schools is essential.

Brown and Levinson (1987: 61) stated a theory of politeness which is related to a person's "face". In this case, the face is represented as person's identity or person's personal form in a society. The face is divided into negative faces and cheerful faces. Both of them are wanted by everyone to get respect and protection for their existence. However, in communicating, person probably takes actions that threaten his cheerful and negative faces. For this reason, a politeness theory emerged that tried to protect the desires of cheerful and negative faces which is called by cheerful politeness and negative politeness. Those politenesses are becoming the reference for researchers to get better understanding to the research.

Brown and Levinson explain cheerful politeness *is oriented toward the cheerful face of H, the cheerful self-image that claims for himself* [4]. It means politeness is oriented towards the cheerful face of the speech partner. In addition, there is a cheerful image owned by him, while negative politeness, *on the other hand, is oriented mainly toward partially satisfying (redressing) H's negative face, his basic want to maintain claims of territory and self-determination*. He conveyed that the application of the gap from the speaker and the speech partner will avoid coercion and choice to the speech partner. There are similarities from Brown and Levinson with Yule in correlation to politeness. However, Yule is more interested to categorize it as negative politeness and cheerful politeness [26]. The face rescue efforts that are manifested on a person's negative face will tend to show respect and even apologies for coercion or abuse. This kind of expression is called negative politeness, cheerful politeness, i.e. that there is a rescue of a

face that is correlated to a person's cheerful face there will be a tendency for solidarity or a common goal from the speaker and the speech partner. Blitvich and Sifinaou in this paper is that for a genuinely discursive approach to pragmatics in general and to im/politeness in particular, we need to develop methods and tools that will facilitate the analysis of politeness phenomena also at the mesolevel and reveal the dynamic interaction among these three levels [3].

Language politeness has an essential role in communicating both in oral and written form. Polite language in communication is essential because it will not lower the speech partner. The politeness principle or politeness maxims based on Leech are as follow [16]:

- (I) **Tact maxim** (in imcheerfuls and commissives) (a) Minimize cost to other, (b) maximize benefit to other
- (II) **Generosity maxim** (in imcheerful and commissive) (a) Minimize benefit to self, (b) Maximize cost to self
- (III) **Approbation maxim** (in expressive and asertive) (a) Minimize dispraise of other, (b) Maximize praise of other
- (IV) **Modesty maxim** (in expressive and asertive) (a) Minimize praise of self, (b) Maximize dispraise of self
- (V) **Agreement maxim** (in asertive) (a) Minimize disagreement from self and other, (b) Maximize agreement from self and other
- (VI) **Sympathy maxim** (in asertive) (a) Minimize antipathy from self and other, (b) Maximize sympathy from self and other

The principle of language politeness can be internalized in the learning processes of learners. Learning is not merely provide excellent and correct language vocabulary theorie but also forms learners to be polite in communicating, creative, excellent attitude, and smart both in theoretical and practical. Language learning in the 2013 curriculum becomes a dweller for other subjects. Dweller at this context has meaning as an introduction to the material delivery which is can not be separated from other fields of knowledge. Thematic learning in elementary schools also cannot be separated from the context of the learning environment. It means there is neededd an assistance provided by teacherss, principalss, and parents to learners. In addition, Sanjaya stated that it is not only environment context factors that affect but also factors from teacherss, learners, and infrastructure become factors that affect to the learning system [22]. The learning system itself is a unity of components that are correlated and interacts each other to achieve an expected outcome optimally [22].

Nowadays, current learning uses thematic learning models. Andayani stated that the effect of the implementation of thematic learning models in elementary schools, that is hour portion and the relatively many Indonesian language materials [2]. On the one hand, it is beneficial, but the other side it is unbeneficial because learning Indonesian is still very technical. It means learners are taught about Indonesian not as the intrinsic function of language as a communication tool, but as linguistic theories. If there is any, the material functions and language roles have a less portion.

Research from Muhonen [20], Wei and Web [25] contribute an idea to the researcher to know how to realize the assistance done by school regarding to the character building of the learner. Schneider, et al researched “Impertinent mobiles – Effects of politeness and impoliteness in human smartphone interaction”, this research has the objective of revealing first knowledge toward human being – smartphone focusing on smartphone effect to the politeness and impoliteness on speech activity [23]. Besides, Yuan researched on “Correlation from Children's eating behaviours and caregivers' feeding behaviours among preschool children in China”, this research has the objective of exploring the correlation from caregiver’s feeding behaviour and children’s eating behaviour among pre-school learners in China [27]. Darling, et al research on “Social and emotional learning for parents through Conscious disciplined”, as the result, children behaviour can be changed by changing adult eating behaviour toward understanding and managing their own mind and thought [9]. Hans, et al in his discussion entitled “Communicative interaction in terms of bat theory [12]. Towards an innovative approach to language practice” propose interactive context understanding of a meaning on certain utterances. He re-considers context on the core of pragmatics.

Regarding to the importance of assistance done by school, Kachaturoff et al research on Effects of peer-mentoring on stress and anxiety levels of undergraduate nursing students: An integrative review, as result there were eight articles were included in the review [14]. Review suggested that peer-mentoring decreases stree, and situation or short-term anxiety levels of undergraduate nursing students. Besides Kachaturoff et.all, Gray and Downer researched on Midwives’ perspectives of the challenges in mentoring students: a qualitative survey [11]. Results of the research give recommendations that acknowledges take an essential role of midwifery mentorship and suggest the introduction of preparation for mentorship training for midwives working with students.

2 Method

This research is qualitative research approach which is defined by Cresswell. Cresswell (2015:28) defined qualitative approach as study that investigate an issue that correlated to marginization of certain individuals. Narrative approach is used to research issue from individual’s stories collection. Qualitative approach is more likely explorative for researching the context or participant setting.

Regarding to the statement, qualitative research understands the social phenomena from participant which focus only on one concept or phenomenon. Cresswell in his books explained about strategies which can be used in qualitative research, those are: ethnography, *grounded theory*, case study, phenomenology, and narratives. This research is more directed to case study [7]. Yin divides case study research into two; holistic (*single- case unit*) and *bounding (embedded)* [26]. Holistic and embedded research also divided into two parts; *single- case design* and *multiple case design*. The researcher used a *multiple case design* embedded research. This research strategy leads to a case study, that is *Single Case Design in Muammadiyah Darussalam Gendeng Elementary School*.

Data collection procedures in this research based on Cresswell [7]. This research involved three types of strategies which cover observations, interviews, and Documents. The researcher conducted interviews with learners, teacherss, and principals. Furthermore, the collection of documents in the

form of the school's vision and missions, learner's activities record, and affectionate books or guideline books.

Data analysis in this research based on Miles and Huberman through four stages of data analysis [18]. The stage starts from the *data collection*, *data reduction*, *data display*, and *conclusions drawing / verifying*.

3 Results and Discussions

The Principle of Indonesian Language Politeness in Muhammadiyah Darussalam Elementary School , Yogyakarta, Indonesia

Muhammadiyah Darussalam Elementary School, Gendeng, Yogyakarta is located in a dense population with various religions around the location of school. The school's education is centred on the Masjid Jamial Fallah which is located in the centre of the school. There is an appeal and quotes on every door to encourage politeness and keep the environment. The friendly and family atmosphere is shown clearly to anyone who attends the school. The problem of learners' politeness was conveyed by Mr. AR at the beginning his leadership about 8 years ago, as it is seen in the following observations quote below:

The correlation to learners' delinquency, he conveyed at the beginning of his leadership, there so hard and difficult as he feels such as mocking his peers, insulting, calling peers not by real name, but by calling using their parents' name and the learners who are attending the class when there will be an examination or test.

Based on the field notes of observations at Muhammadiyah Darussalam Elementary School, Gendeng, Yogyakarta, information was obtained about the story of impoliteness of students 8 years ago, when Mr. Arif first took the lead in that elementary school. The behaviour that violates the maxim of respect, generosity, and maxim of sympathy he found there. Even there are learners who are attending the class when there will be examination or test. In addition, the writer had the opportunity to interview him and one of the interviews transcript statements as follows:

There must be delinquency of learners in every school. There are two factors that cause the learners' delinquency; the first one is innate from home. The second is from the environment. It is impossible for teachers teaches learners to be naughty or bad. Is there any curriculum or materials that contain a badness and naughty to learners? There is no. Sometimes school is blamed as the delinquency factor. Some delinquency comes from home, maybe it's from the character of the family or maybe the family is excellent, but the environment is not excellent.

The resource said that there was a correlation from the delinquencies of learners in elementary school, but he underlined there were factors that caused it; family environment and playing environment. He conveyed that it was impossible for schools to teach impoliteness or delinquency. The form of learners delinquency can be obtained from the atmosphere created while at home / it could be the

influence of the environment in where he plays or hang out. In addition, the researcher also conducted interviews to the teachers about the politeness of the learners as it is seen in table 1:

Table 1
interviews notess from classroom teachers and religion teachers

No	Tacher's name	Position	Form of disobey rule done by learners	Form language principle disobey	Handling of disobey attitude
1	D.W	Classroom teachers	Stating "stupid", not excellent, mocking peers "hu"	Maxim agreement	Advising about language politeness
2	A.M	Religion teachers	Kidding and mocking	Maxim agreement	Giving assistance
3	A.S.R	Classroom teachers	Calling with no real name	Maxim agreement	Giving assistance and guidance

interviews notess with Mrs. DW as a classroom teachers at Muhammadiyah Darussalam Elementary School, Gendeng, Yogyakarta related to the impoliteness of learners are not many found. However, there are learnes who express *stupid* words and mocking his peers with the expression *hu....*. In addition, the researcher also conducted interviews with learner; Na from 6B class as in the quote below:

Researcher : bullying the school environment. Na : emmy just rarely happen. Researcher : bullying in the school?

Na : sometimes, but it's just ordinary mociking Researcher : there are peers who say rude things

Na : yes, there really is. Researcher : form of rude talk?

Na : a little of talking dirty

Ananda Na stated that expression of *bullying* or *impoliteness* he rarely found in his school. However, sometimes he had heard *a mocking* from his friend. In addition, he added about the learners who

said *dirty* even though only a few. Transcript of the interviews is one of the researcher's references in determining whether or not there is a violation of the politeness principle of language. Based on Na's description, the peer who said the dirty thing had violated the principle of politeness, maxim agreement. Besides Na, the researcher also asked MEF, the 6B grader. Transcript of the interviews with him as follows.

Researcher : any bullying in school?

MEF : ee I do bullying and there are peers who *do bullying too*

Researcher : what form of bullying? MEF : kinds of mocking Researcher : give me the example?

MEF : rarely not infrequently. Researcher : what form of mocking?

MEF : it is usually calling parents' name Researcher : how is his response?

MEF : sometimes he fights back

There is expression of *impoliteness* done by MEF. He said that he had *bullied* his friend and his friend encountered him back by doing similar bullying too. That impoliteness is not becoming a habit for him and his friend, but it is just intentionally for joking. The expression of impoliteness done by M.E.F to his friend is by calling his parents' name, not his real name. The action done by the learner has violated the maxim of agreement even though he also experienced it, as it is seen in the following interviews transcription

below:

Researcher : is there anything regarding to mock parents' name? MEF : there is a bullying too.

Researcher : what form of bullying? MEF : it just rarely hehe.

Researcher : is there any peer who says something rude? MEF : yes, there is.

Researcher : your own classmates or different classmate? MEF : he is my classmate.

Researcher : how often he express a rude statement? MEF : sometimes I heard that

The form of language impoliteness disciplined is not only calling out by the parents' name but also there is learner who takes or hides their peers' shoes. This action violates the maxim of sympathy, although learners rarely do it. Regarding to the learners who says something rude delivered by the source but it is rarely done. teachers assistance and direct reprimand are considered effective in overcoming these problems. The brief transcription of the interviews can be seen in table 2 as follow:

Table 2

The notes of interviews from learners of Muhammadiyah Darussalam, Elementary School at Gendeng, Yogyakarta, Indonesia

No	Name and class	Form of impolite language by learners	Politeness by language principle disobey	First action done by teachers	Follow up action
1	Na (VIB)	Mocking, saying something dirty and rude	Agreement maxim	teachers reprimands about her attitude	An assistance from the teachers
2	M.E.F (VI B)	Mocking, calling peers by their parents' name and hiding shoes	Agreement maxim Sympathy maxim	teachers reprimands about her attitude	An assistance and advices from teachers
3	M.K.S	Mocking by calling his peer with his parents' name, fighting	Agreement maxim Sympathy maxim	teachers reprimands and gives advices	An assistance from teachers
4	K. F.A	Mocking by calling his peer with his parents' name, fighting	Agreement maxim Sympathy maxim	teachers reprimands and gives advices	Advising so he will not do the same thing next time

From the learners' notes interviews above, it can be concluded that there is similar domination of language impoliteness that is mocking by calling peers with their parents' name. That expression expressed by four sources. The expression of insulting or mocking belongs to disobey of maxim agreement on language principle. In addition learners also state that there is a physical fight. That disobeys the maxim sympathy. The treatment from school is appropriate by doing direct reprimand and Advising. There is also assistance from teachers that correlates to language politeness.

The assistance of Indonesian language politeness at Muhammadiyah Darussalam Elementary School, Yogyakarta, Indonesia

Mentoring assistance of politeness for learners at Muhammadiyah Darussalam Elementary School, Gendeng, Yogyakarta runs well based on researcher's observations. The indicators can be seen in the implementation of mentoring assistance for learners that starts in 06:30 in the morning by organizing salat duha berjamaah, asmaul husna memorization in unison, and the 30 juz

memorization periodically. The Elementary School does not apply a punishment, but rather role-modelling, such as the early presence of teachers compared to learners and the presence of a principals at a maximum time of 06:15 in the morning. The role of principals is very essential in the school. The culture of smiling, greeting, welcoming, and politeness from him provides role model to teachers. If there is learner who is late, there will be no punishment but assistance as a humanistic approaches that done by principals of homeroom teachers.

Mentoring assistant is monitored through a books of affectionate given to learners. The appeal for politeness is presented in the learning process. In addition, learners who are polite and show excellent affective will be given a star mark as a form of appreciation. The teachers will always advise learners to say politely. The effort was successfully carried out by the school in guiding the politeness of learners.

The researcher also conducted an interviews with Mr. AM as religion teachers. He says that there is a form of impoliteness of learners such as *mocking* and excessive joking in assisting time. He conveyed for teachers and principals have provided role-modelling and patience in the form of smiling when meeting others, respecting others, and being patient when getting a bully from other peers. It is well applied by learners. Mr. ASR as the classroom teachers also conveyed the very few impoliteness of the learners at school. The books of affectionate and role model from the teachers is considered very effective for assisting the politeness of learners. He realizes that there is still impoliteness such as calling his peer by not his real name or mocking his peer. However, he always accompanied and set a role model to teach politeness in language. In addition, an early diagnose of learner's delinquency, he added the role of teachers, homeroom teachers, and principals in the mentoring assisting process. It can be seen in the following interviews transcription below:

It should be completed total assistance that started first at the teachers level. The second level if the teachers is no longer able to handle, there will be communication to parents' learner by inviting them to school. Insyallah if it is done, but there is still no change, it will be processed to the level of school, meeting the principals. Nowadays, the child with special neededd (ABK) who has a super level of delinquency will be reported to Mr. Sugeng to be handled. The problem of delinquency or unwanted events is actually Allah's way for educating and improving us so that we will have more knowledge and more rewarded. It can be stated that there is no problem that becoming a real problem unless we can handle and overcome it.

The assistance done by schools with the help of teachers, homeroom teachers, and principals must be directly followed by parents of learners. The excellent cooperation from elements will influence to the politeness of learners. Mentoring assistance Muhammadiyah Darussalam Elementary School, Gendeng, Yogyakarta is done in stages; level of verbal reprimands, mentoring assistance by classroom teachers, principals, and to the stage of involving parents in overcoming the problem. He added that all learners' delinquency is Allah's way for educating teachers and other elements to improve the knowledge on conflict management. Moreover, he stated that there are no problems that would be a problem. It means that every problem there will be solution. The habit of salat dhuha berjamaah, the morning recitation, modelling teachers depart to school at 06:15 in the morning, and the recitation of Asmaul Husna simultaneously had a cheerful impact on the politeness of the

learners. The assistance of politeness in Muhammadiyah Darussalam Elementary School, Gendeng, Yogyakarta also applied an appreciation, as in is seen in the following interviews below:

Sometimes teachers only concern on the negative side, and there is less appreciation to the cheerful one. There must be and there always be. We can not let the learners who just come in the early morning with no attention. In the other side, when there is learner who comes late, for example, we will give more attention on him rater than one who comes early in the morning. I'm grateful for the teacherss here are trained to be balance so no need to worry if a leaner need reprimand. teachers can act like he is angry to learners; don't worry because we have the balance. Sometimes it is also needed a little humour before starting the lesson in a day.

The appreciation given by the teachers is a form of teachers involvement in the development of learners. There is a balance from reminding and appreciating learners. If learner does mistake, teachers should remind him. When learners have an achievement, teachers should give an appreciation. Those ways are implemented by this school. There is training conducted by principals to the teachers to balance when to reprimand / scold and when to have a humour to learners. The direction of the principals for teacherss who dare to make decisions regarding the handling of students is considered essential. The assumption for teacherss are not allowed to scold learners based on the explanation of the source is not entirely correct because the teachers has the authority to scold learners if he does a mistake. Next, the researcher confirm about that policy realization that can be is seen in the interviews transcript below:

Name : MKS Class : VI

interviewser : is there any teachers involvement in Advising to learners who are rude?

interviewsee : Yes it is. He is also provide assistance.

Name : KFA Class : VI

interviewser : is there any teachers's involvement in giving a reprimand to learners who behave in an impolite manner?

interviewsee : yes it is usually a reprimand.

interviewser : what form of reprimand given by the teachers? interviewsee : he gives advices.

interviewser : is there any teachers's involvement in Advising to naughty peers?

interviewsee : Yes it is. He also gives advice to not to be naughty more

Both of the students conveyed that there was assistance provided by the teachers when there were in problems. The assistance is in the form of direct advice not to repeat their actions. The reprimand done by the teachers when learners make mistakes so there will be an interaction from learners and teacherss in solving the problems. Other data regarding to learners' assistance is as follows:

4 Conclusions

This research proves that there is disobey of language a politeness principle, which is maxim of appreciation and sympathy of learners at Urban Elementary Schools at Yogyakarta, Indonesia. The attitude that shown by the learners are in the form of bullying, body shaming, mocking each other, even the learners call their peer by their parents' name and the other language politeness disobey cases. The assistance of language politeness through the habit of salat duha berjamaah, morning recitation with the assistance of teachers and principals, teachers' role modelling by departing to school at 06.15, asmaul husna recitation together and affectionate books which brings cheerful impact toward the politeness of learners.

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