

LANGUAGE POLITENESS PRINCIPLES USED BY THE FIRST GRADE TEACHER AT SDN POHSANGIT KIDUL 1 PROBOLINGGO *PRINSIP-PRINSIP KESANTUNAN BERBAHASA YANG DIGUNAKAN OLEH GURU KELAS I SDN POHSANGIT KIDUL 1 PROBOLINGGO*

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Abstract

Language phenomena often occur in society, especially politeness. Politeness is about the principle that considers whether a speech can be said to be polite or impolite. Currently, politeness is something that must be applied in both formal and non-formal environments, and one of them is in the school environment. This study analyzes the types of polite language used by teachers at SDN Pohsangit kidul 1 Probolinggo. This study applies the politeness theory proposed by Leech which includes six maxims, namely the maxim of tact, the maxim of generosity, the maxim of agreement, the maxim of politeness, the maxim of agreement, and the maxim of sympathy. The purpose of this study is to reveal which maxims are used by teachers in classroom learning every day from the six maxims. The method used is a qualitative descriptive method to describe the phenomenon of SDN Pohsanit Kidul 1 Probolinggo. The results of the study showed that two maxims were found, namely the maxim of approbation and the maxim of sympathy. A total of 9 data were found. The 9 data consisted of 6 data of the maxim of approbation and 3 data of the maxim of sympathy. It can be concluded that the teacher successfully applied Leech's politeness in teaching his students. The conclusions are the answer to the researcher's problems that have been described in the first chapter, while the suggestions explain suggestions for further research on the same topic in future.

Keywords: Politeness, Language, Maxim, Teacher, Student

Abstrak:

Fenomena bahasa sering terjadi di masyarakat, terutama kesantunan. Kesantunan adalah tentang prinsip yang mempertimbangkan apakah suatu tuturan dapat dikatakan sopan atau tidak sopan. Saat ini, kesantunan merupakan hal yang harus diterapkan baik di lingkungan formal maupun nonformal, dan salah satunya di lingkungan sekolah. Penelitian ini menganalisis jenis-jenis bahasa sopan yang digunakan oleh guru di SDN Pohsangit kidul 1 Probolinggo. Penelitian ini menerapkan teori kesantunan yang dikemukakan oleh Leech yang mencakup enam maksim, yaitu maksim kebijaksanaan, maksim kemurahan hati, maksim persetujuan, maksim kesopanan, maksim kesepakatan, dan maksim simpati. Tujuan dari penelitian ini adalah untuk

mengungkapkan maksim mana yang digunakan oleh guru dalam pembelajaran di dalam kelas setiap hari dari enam maksim tersebut. Metode yang digunakan adalah metode deskriptif kualitatif untuk mendeskripsikan fenomena di SDN Pohsanit Kidul 1 Probolinggo. Hasil penelitian menunjukkan bahwa ditemukan dua maksim, yaitu maksim persetujuan dan maksim simpati. Sebanyak 9 data ditemukan. Kesembilan data tersebut terdiri dari 6 maksim persetujuan dan 3 maksim simpati. Dapat disimpulkan bahwa guru tersebut berhasil menerapkan kesantunan Leech dalam mengajar murid-muridnya. Kesimpulan merupakan jawaban atas permasalahan peneliti yang telah diuraikan pada bab pertama, sedangkan saran merupakan saran untuk penelitian selanjutnya dengan topik yang sama di masa mendatang.

Kata Kunci: Kesopanan, Bahasa, Maksim, Guru, Siswa

Introduction

Communication is something that exists in human life, communication is a process of conveying messages between people, namely conveying thoughts and feelings that a person has towards something or someone else who uses language as a tool to convey these thoughts or feelings (Effendy & Simatupang, 2024). People can see phenomena related to communication in everyday life because communication occurs every moment in everyday life, in conveying thoughts and feelings that a person has, language is the most effective tool to be used between humans. In general, communication is defined as a process of talking between one person and another about something. The interaction carried out by a person with himself is also included in the definition of one-way communication, while communication carried out by a person with another person, be it a second person, a third person, and so on is called two-way communication (Mulyana, 2008).

Effective communication occurs when the speaker possesses good language skills, ensuring the message conveyed is clearly understood by the other person (Septika & Prasetya, 2020). Therefore, language skills are a crucial factor in determining the success of interpersonal interactions. Successful communication also relies heavily on the use of specific strategies (Subakti, Salim, Prasetya, Septika, & Oktaviani, 2021). Communication strategies are employed by both the speaker and the interlocutor to ensure smooth and effective conversations. One barrier to communication is cultural differences, which can lead to the message not being fully received or understood by the interlocutor. Disagreements and a lack of acceptance between the speaker and the interlocutor often lead to communication failures. Conflicts between individuals and groups in society often arise due to communication that does not pay attention to politeness. Therefore, using appropriate communication strategies not only prevents conflict but also creates the impression that communication is conducted politely and with respect for others.

The use of language to socialize is inseparable from the determining factors of communication acts and the principles of politeness and is

realized in communication, in assessing politeness of language there are at least two things that need to be considered, namely how somebody speak and with whom somebody speak, in essence politeness of language is our ethics in socializing in society with the use of language and good word choice, by paying attention to where, when, to whom, with what purpose we speak politely.

According to Zamzani (2015), politeness is behavior that is expressed in a good or ethical way, while according to (Mayrita et al., 2023) politeness is something that is appreciated in the form of oral speech and for the interlocutor so that the speaker does not offend the feelings or rights of the interlocutor (Cahyaningrum et al., 2018) stated politeness of language is a way of speaking in communicating so that the interlocutor does not feel pressured, cornered or offended.

The school environment plays a crucial role in fostering polite language, as students spend most of their time at school. In this regard, teachers play a crucial role as role models in using polite language with students. Teachers also implement various strategies to help students become accustomed to using polite language in various situations. Good communication between teachers and students contributes to a conducive and controlled atmosphere. However, a problem in this study arose because students still lacked attention to the principles of politeness when communicating with teachers. This impolite behavior was evident in the learning process in the classroom, in the school environment, and even outside of school.

In the classroom learning process, assessment is not only limited to knowledge but also encompasses students' skills and attitudes. Therefore, the formation of student character requires appropriate guidance from an educator. Teachers play a crucial role in guiding students to reflect on their understanding, as what students believe to be true may not be objectively true. The teacher's task is to help students realize the true truth and demonstrate that actions considered right may be wrong. Asmani (2011) stated that the role of teachers is not only to teach but also to educate. One effective way to educate is through role models that students can directly observe and emulate. Therefore, the stimulus provided by teachers through directive speech acts needs to be delivered politely. In learning, students' ability to understand knowledge, skills, and attitudes is also influenced by social and cultural factors within the community.

A school is an educational institute that has various dimensions that are interrelated and mutually supportive in which there are teaching and learning activities to improve the quality and development of student potential (Abulimiti et al., 2023). This is because education contains knowledge, skills, and values that function as guidelines for life (Sari & Daulay, 2023). In addition, education aims as a conscious effort that aims to mature students, such maturity as intellectual, social, and moral maturity, not merely maturity in the physical sense,

but physical development plays an important role in shaping student maturity (Danik & superi, 2022). The essence of education is explained by Yusufhadi (1994) "Educating is one important thing in developing and world civilization increasing". This can be interpreted as how important education is similarly stated by Suron, S., Prahastiwi, E. D., & Suprayitno, (2022) that the first education given by parents would greatly underlie a person's personality because education is the basis for the sustainability of a child's life.

This statement aligns with Geoffrey Leech's (Leech, 1993) view that a person's language use is influenced by several fixed factors, such as age, social status, and role in society. In her research, Lili Agustiana and Muhammad Yunus (2023) also cites Leech, who divides the principles of politeness into several maxims or rules. These maxims serve as guidelines for language use during interactions, governing behavior, word choice, and the interpretation of the other person's actions and utterances (Wahidah & Wijaya, 2017).

When communicating through language, the use of speech acts is closely related to the application of politeness and the principle of cooperation. Both approaches aim to create effective communication and minimize the potential for conflict by building harmonious interpersonal relationships throughout the interaction (Sugiyono, 2016).

Politeness and the principle of cooperation can be viewed from various perspectives simultaneously. During discussions, communication occurs between teachers and students, both reciprocally and among students. This interaction necessarily involves variations in language use according to the characteristics of each speaker. In a school environment, the use of polite language is actually ideal. However, today, especially among adolescents, the use of polite language is increasingly rare. Trinaldi (2020) stated that language use in education significantly influences the success of communication, both between teachers and students and among students themselves, because communication plays a crucial role in the success of the educational process.

Politeness, good manners, or ethics are rules, customs, or habits that apply and are followed within a community. Politeness refers to norms of behavior agreed upon in a particular society, thus it can be said that politeness is a form of social behavior that is collectively accepted. Therefore, politeness is often referred to as "manners" (Mislikhah, 2014). In line with this, Safitri (Safitri et al., 2020) stated that the use of polite language is characterized by speech that is not coercive or rude, and allows space for the interlocutor to respond comfortably. The essence of polite language is to reflect a person's attitude and behavior when interacting in society. Wherever a person is, it is important to use appropriate language, paying attention to the place, situation, and to whom one is speaking. Word choice must be adapted to the context, because language is essentially part of culture. To truly understand a language, one also needs to understand the culture behind it (Anggraini et al., 2019).

This statement aligns with Geoffrey Leech's (Leech, 1993) view that a person's language style is influenced by several fixed factors, such as age, social status, and role in society. In her research, Lili Agustiana and Muhammad Yunus (2023) also cites Leech, who divides the principles of politeness into a number of maxims or rules. These maxims serve as guidelines for language use during interactions, governing behavior, word choice, and the interpretation of the other person's actions and utterances (Wahidah & Wijaya, 2017). Leech classified these maxims into six types: the tact maxim, the generosity maxim, the approbation maxim, the modesty maxim, the agreement maxim, and the sympathy maxim (Kunjana, 2005).

Based on the background description, the focus of the problem in this study is regarding student utterances that are in accordance with and deviate from the principles of politeness and the principle of cooperation during discussion activities. The purpose of this study is to describe the forms of compliance and violations of these two principles in student interactions during discussions. This research is expected to contribute to the development of Pragmatic theories, especially those related to the principles of politeness and cooperation, as well as being one of the efforts to improve students' discussion skills effectively.

To analyze speech, researchers used a pragmatic approach. Pragmatics is a branch of linguistics that studies and examines the meaning of speech based on the situation or conditions in which the speech occurs. In pragmatic analysis, the meaning of speech is examined by considering elements such as who is speaking and to whom, the context of the conversation, the purpose of communication, the illocutionary act, and the form of the speech itself. According to Purba (2022), pragmatics is a field of linguistics that studies the meaning of speech by considering linguistic elements (as symbols or signs) and non-linguistic elements such as context, shared knowledge, communication situations, and the conditions in which language is used. In this case, pragmatics emphasizes the intent and purpose of what is conveyed by the speaker.

Language politeness is something that has been agreed upon which aims to build a relationship of mutual respect between members of the language-using community and other members (Puteri et al., 2023). Language politeness requires a combination of synergy in the mind, heart, and speech that leads to a speech that can build a good relationship between the speaker and the speech partner (Sari & Daulay, 2023). Language politeness must also be applied and educated, which is a manifestation of the education that he has taken to become a human being who always has ethics, and respects others, especially parents and teachers (Setiawan & Rois, 2017).

The learning process must be able to provide a pleasant and useful learning experience for students, teachers need to provide a variety of adequate learning situations for the material presented and teachers need to adjust to the abilities

and characteristics of students. In the learning process of course there is an interaction process, social interaction is the relationship between one individual and another, one individual can influence another individual or vice versa, so there is a reciprocal relationship (Danik Prahastiwi et al., 2021). All of which use tools in the form of communication, in communicating there are rules that must be implemented, one of which is politeness.

Politeness alone but also refers to non-verbal aspects such as behavior, facial expressions and tone of voice. In the context of language politeness relates to the use of everyday language that does not cause annoyance, anger, or offense on the part of the listener. Such a situation will create an atmosphere of a harmonious relationship between the speaker and the speech partner (A`yuni & Volya, 2024). This is also a characteristic of Indonesian society which has a polite attitude in language. Language politeness is included in the study of pragmatics.

Pragmatics is a branch of linguistics that studies the relationship between language and the context in which it is used. In pragmatics, the main focus is on how speakers and listeners interact, and how the context of the situation, social background, and communicative intention affect the understanding of the meaning of an utterance. Politeness can be learned through direct interaction in everyday life and the school environment.

The polite language will create effective communication. Language activities really need to uphold the principle of politeness. Language politeness is very visible in the directive speech process carried out in the teaching and learning process. This is realized through the language acts of asking and ordering. The language act of ordering is a typology of speech acts of ordering, requesting, hoping, begging, inviting, advising, prohibiting and others (Prayitno, 2011).

The use of language between students and teachers, between students and students, and vice versa, should pay attention to and respect politeness. Moreover, if the communication situation is witnessed in public. If so, then indirectly students have been presented with examples of good communication practices. In front of students, teachers must also always present polite language practices.

Method

The data collection method is a way of providing the data of the research in a research report. The data of the research provided by the researcher is real, authentic, and trusted data. There are only two data collection methods in providing data for linguistics research. According to Sudaryanto (2015), two basic data collection methods are observation method (*metode simak*). This research uses only one of those data collection methods. The data collection method used in this research by the researcher is the observation method (*metode simak*).in

this, data is obtained using a series of methods and techniques such as recording, and transcription.

1. Recording Technique

The second advanced technique is the recording technique. Recording is one of the techniques in the observation data collection method. The recording technique makes the observed data authentic. This technique is the next technique used to support the direct observation technique used in this study. Several tools can be used as recorders in the application of this technique such as manual recorders, mobile phones, and laptops. The researcher used a mobile phone as a tool to record data in this study. The mobile phone used as a recorder is the Oppo A57. The researcher placed the mobile phone in recording mode in the teacher's pocket when the teacher and students were talking in class. The position of the mobile phone in the teacher's pocket is very strategic. This can record well what the teacher says to students in class

2. Transcription Technique

The third step is transcription. Transcription is the activity of copying data that has been recorded by typing it into sentences so that it is easy to understand. At this stage, the recording was obtained during research on politeness in the classroom in Indonesian language learning at SDN Pohsangit Kidul 1, Probolinggo City. Each attitude is heard twice or up to four times to make it clearer and more precise, and then the attitude is typed. This activity is repeated until finished, then transcribed and copied onto a sheet of paper to be read by others.

1 Approbation maxim

| | | | |
|---|----|----------|---------------------------------------------------------------------------------------------|
| 1 | 11 | Students | iya bu matematika, ada pr juga kemarin |
| | | Teacher | <i>oke</i> pr nya nanti dikumpulkan barengan sama tugas yang sebentar lagi bu guru kasih ya |

In this dialogue, the students were reminded that in last week's learning material the teacher gave an assignment. It was seen that the teacher had just remembered this and suggested that the students be willing to collect the assignment together with the assignment that the teacher would give after this. It was seen that the students agreed with the suggestion that had been given by the teacher.

The conversation between the teacher and students above minimizes criticism of others. The utterance with the sentence *"oke"* shows that the teacher made an offer and then it was agreed to by the students, in this case, it can be concluded that the utterance between the teacher and students in the class is included in the maxim of approbation.

| | | | |
|---|----|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | 33 | Students | yang putih yang sedang cuci tangan |
| | | Teacher | <i>iya betul</i> , anak perempuan yang sedang cuci tangan , coba sekarang buat kalimatnya, “anak perempuan lebih pendek dari anak laki laki yang berambut keriting” gitu ayoo |

The interaction above occurs between the teacher and the student, namely the student provides answers to the material that has been given by the teacher in an orderly, good and appropriate manner according to the explanation given by the teacher previously. It can be seen that the teacher confirms the answers that the student has given by using more detailed sentences and is ready to try to ask the next question.

The conversation above can reduce criticism because the utterance shows that there is an agreement, the utterance with the sentence *"iya betul"* shows that the teacher agrees with the student's answer, in this case it can be concluded that the interaction in the class has met the maxim of approbation.

| | | | |
|---|----|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | 42 | Students | dita lebih tinggi dari pada feli |
| | | Teacher | <i>betul</i> , jawabanya lebih tinggi dan lebih pendek bukan lebih besar, sudah dita boleh duduk , sekarang feli sama ara ayo sekarang dibandingkan |

In the interaction above, a student answered the teacher's question while another student was having difficulty answering. It was seen that the student was trying to answer the question well and correctly according to what the teacher had explained. It was seen that the teacher was very happy to hear the answer given by the other student and confirmed that the answer was very appropriate to the question that had been given.

The conversation above also minimizes criticism by respecting others' feelings and doing good. Speech with sentences *"betul"* It can be concluded that this speech is included in the maxim of approbation.

| | | | |
|---|----|----------|------------------------------------------------------------------------------------------|
| 4 | 44 | Students | ndakk buu kataku bu |
| | | Teacher | <i>oke</i> berarti jawaban yang benar ara sama tinggi dengan feli, karena tingginya sama |

In this interaction, it can be seen that the students gave different answer choices, but the teacher explained that the answers they gave were not quite right, which required the teacher to re-explain the material that had been given to ensure that the answers the teacher had given were more appropriate and agreed to by the students.

The purpose of the utterance above was to respect the feelings of others and minimize criticism. Speech with sentences *"oke"* which means that the teacher and students agree to agree with the statement, The utterance above is included in the maxim of approbation.

| | | | |
|---|----|----------|----------------------------------------------------------------------------|
| 5 | 57 | Students | ayo rek dikumpulkan di meja depan |
| | | Teacher | <i>iya</i> kumpulkan di meja depan supaya gmpang nanti bu guru ngoreksinya |

In the dialogue above, it can be seen that the student suggested to his friends to collect the assignments they had done on the front table to make it easier for the teacher to give marks for the assignments they had done. The teacher can be seen to agree with the student's statement and then the other students did what they had agreed to.

In this case, the student and teacher have reached an agreement to minimize criticism, by using the expression *"iya"* it can be concluded that this statement is included in the maxim of approbation.

.2. Sympathy Maxim

| | | | |
|---|----|----------|---------------------------------------------|
| 6 | 22 | Students | 3 langkah kaki bu |
| | | Teacher | <i>pinterr</i> silahkan duduk sekarang, itu |

| | | | |
|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | | | namanya menghitung benda menggunakan satuan tidak baku, apa saja tadi? Ada jengkal, ada apa lagi? Langkah kaki, ada lagi apa namanya? Depaa, yang disebutkan barusan itu namanya satu ukuran tidak baku , bisa yaa? |
|--|--|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

The interaction between the teacher and the students above shows that the teacher asks the students to answer questions with examples of actions, namely counting using footsteps, and the students do this and answer the teacher's questions according to what they have done, namely counting using footsteps, it can be seen that the teacher gives appreciation to the students' efforts to want to learn and have done this well and correctly.

The above utterance maximizes sympathy and minimizes antipathy toward the interlocutor. The teacher's goal is for the students to develop empathy and respect for the interlocutor. With speech "*pinter*" The above utterance fulfills the sympathy maxim because it demonstrates empathy and concern for the interlocutor.

| | | | |
|---|----|----------|-------------------------------------------------------------------------------------------------------------------|
| 7 | 58 | Students | siap bu aku sudah PR nya |
| | | Teacher | <i>pinter</i> , materi kemarin jangan lupa di baca baca lagi ya karena ujian kenaikan kelas nya sudah dekat |

In the dialogue above, it can be seen that the teacher gives praise to one of the students who has done the assignment given last week with the aim that other students can emulate this positive thing, and reminds the students to study harder because the school exams are approaching..

This action can develop sympathy and empathy towards the person you are speaking to through speech "*pinter*". The above utterance fulfills the sympathy maxim because it shows empathy and concern for the person being spoken to.

| | | | |
|---|----|----------|-------------------------------------------------------------------|
| 8 | 59 | Students | siap bu, aku belajar tok kalo pulang ngaji |
| | | Teacher | <i>sip</i> , ayo kumpulkan wes langsung istirahat setelah ini. |

In the conversation, the teacher showed pride by encouraging students who wanted to study hard at home, and suggested that students immediately collect the assignments they had done because the break bell would soon ring, indicating that the lesson would soon be over.

This interaction maximizes sympathy for the interlocutor between the teacher and students. with the utterances used namely *"sip"* which indicates that the teacher shows sympathy for the efforts of his students who want to study hard at home the statement above demonstrates that the sympathy maxim has been applied.

This research is a study of the politeness phenomenon that occurs in the learning process at SDN Pohsangit Kidul 1, Probolinggo City between teachers and students based on the theory put forward by Leech, from the results of the analysis that has been carried out, there are 2 maxims used by teachers, namely the maxim of approbation, and the maxim of sympathy, with a total of 9 data.

In this finding, there are 4 maxims that are not used in the learning process in the classroom, namely tact maxim, generosity maxim, modesty maxim, agreement maxim. In the first maxim, namely the approbation maxim, 5 data from 6 data were found, showing that the majority of speakers consistently use the approbation maxim, showing that teachers try to reduce criticism of others and add praise to others. In the sympathy maxim, 3 data from 3 data were found. This finding shows that teachers have applied the principle of politeness and maximized sympathy towards the interlocutor.

Conclusion

Based on the analysis of politeness in class first grade of SDN Pohsangit Kidul 1 Probolinggo City, it can be concluded that the application of several maxims that have been carried out by the teacher includes the maxim of approbation and the maxim of sympathy, this shows that the teacher has succeeded in applying two of the six maxims proposed by Leech.

Interactions showed that teachers applied the maxims of approbation and sympathy more frequently. This suggests that teachers tended to praise their interlocutors to avoid conflict in previous conversations.

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