

Language Politeness Use of Elementary School Students in Mataram

Muammar
Univeritas Negeri Yogyakarta
 Yogyakarta, Indonesia
 muammar0124pasca2015@gmail.com

Suhardi
Univeritas Negeri Yogyakarta
 Yogyakarta, Indonesia
 suhardi@uny.ac.id

Ali Mustadi
Univeritas Negeri Yogyakarta
 Yogyakarta, Indonesia
 ali_mustadi@uny.ac.id

Abstract—This research elaborated students' politeness in language use and the role of teachers in imprinting students' language modesty in elementary schools in Mataram City. The type of this research was qualitative research. The attendance of the researcher was the main or key instrument. This research was done in 12 elementary schools. The data was gathered from the headmasters and the teachers. The data were gathered through questionnaires, interviews, observations, and documentation. The descriptive data analysis was used by interactive analysis, including data reduction, data presentation, and conclusion drawing. The data validity was through criteria and investigation technique, which are through lengthening observation time and testing with triangulation. The research result showed that students' language modesty was in a low level. The role of teacher in imprinting language politeness are as follows: owning language code of conduct, being discipline in terms of attitude and language, being creative in urging and suggesting to speak modestly, having authority to insert the language modesty aspect in a number of selections, maintaining well communication with family and society to point out the emphasis of language politeness in home and society, giving language modesty contents in some subjects, and cultivating reprimand to every individual who is not modest while speaking.

Keywords—*role of teacher, politeness in language*

I. INTRODUCTION

In 2013 curriculum, there are four competences that are expected to be mastered by elementary school (SD) students, including: (1) spiritual attitude, (2) social attitude, (3) knowledge, and (4) skill. Those four competences above are hoped to be able to be well mastered by the students. One of the competences that are important is social attitude. This social attitude competence is related with the students' attitudes that show honesty, discipline, responsibility, good manners, care, and confidence in interacting with family, friends, and teachers [1].

Being polite means using a set of language rules that is based on appropriateness, ethics, and moral values that live within a particular language society [2]. Therefore, language politeness is an important part that has to be mastered by the students since elementary school (SD).

The importance of language politeness since elementary school is due to a number of problems that are currently happening. Those problems are the great number of quarrels and fights that happen between students [3] as well as in the society. Many children or students do not respect elder people anymore. When speaking, they often use rude language and hurt people's feeling. Moreover, many students mock and bully each other, so that these behaviours lead to bad consequences. For example, the case of elementary students who mock each other and it results in the murder of his/her friend. Additionally, there is also a case of an elementary school student who died after being ganged up by his/her friends. There is also a case of an elementary school student who was drowned by his/her friend because of IDR1,000,- money. Moreover, there is also a case of a student who was caught stealing a cell phone, that elementary school students killed his/her own friend [4].

The cases above have proven that the socio-cultural life has lost the identity of nation youth who are friendly, well-mannered, trusting each other, respecting each other, honoring each other, willing to accept other people with empathy, valuing other people's success sincerely, and showing sympathy on other people's sufferings. Therefore, politeness in language use cannot be neglected in the life of a nation. Politeness in language use can shape the character of every individual. As what is explained by Rohali in his/her study that language is one of many important pillars in character education besides religion [5]. In line with Rohali, Zamzani, *et al* in reporting their research explained that language politeness is an important element in constructing positive characters of Indonesian speech society [6]. Politeness is also used to respect and to make the listener happy. That point is important to consider in communicating in order to avoid conflict and create a good harmony [7].

The cases above must be avoided through good cooperation among school, family, and society, which means that, school, family, and society are three educational components that have a great impact in imprinting politeness in language use of the elementary school students. If it is neglected, it can of course lead to bad consequences for the next nation's

generations, and for the elementary school students in Mataram City who are a part of the nation's generations. Therefore, this research is important to do in finding out the students' politeness in language use in the elementary school in Mataram City and the role of teacher in imprinting students' language politeness for elementary school students in Mataram City. By knowing the politeness in language use of the elementary students in Mataram City, the school, family, and policy makers can employ alternative actions that can build the students' politeness in language use.

II. LITERATURE REVIEW

A. *Politeness in Language Use*

Politeness in language use is a communication procedure through verbal signs or speaking procedures. When communicating, a speaker is bent down on cultural norms, not only about delivering the ideas in mind. Speaking procedures have to be appropriate with cultural elements that live within the society where an individual lives and where a particular language is used in communication. If an individual's speaking procedures are not in line with the cultural values, she/he will get negative consequence, such as being judged as arrogant, conceited, indifferent, having no custom, or even having no culture [3, 7].

According to Zamzani, *et al*, politeness is an act that is expressed in a good manner or with some ethic. Politeness is a cultural phenomenon, so that what is considered as well-mannered by a culture may not be the same in other cultures. The aim of politeness, including politeness in speaking, is to make the interaction ambience become fun, not with a threatening face and effective [6]. Rahardi explains that research of politeness investigates the use of language (language use) in a particular language society. Speech society here is society with various socio-cultural situations that it possesses. Matters that are investigated in research of politeness is the purpose aspect and speech function [8]. It means that the application of politeness in the learning process of language skills is essential, so that the students become more active to speak in the classroom and become more used to using polite language [9]. It is also added by Sukarno that politeness in language use is affected significantly by social context [10].

B. *Role of Teacher*

Teacher is a professional educator with the main task to educate, teach, guide, direct, train, assess, and evaluate the students in early childhood education of the formal educational path, elementary school, and secondary education [11, 12]. According to Sadiman, teacher is one humanly component in the process of teaching and learning, that has a role in the effort of shaping potential human resource [13], whereas according to Nurdin, teacher is someone who has a

vision that has to be implemented for the sake of the students, and supports relationship as good as possible, in the framework to uphold, develop and apply the excellence related with religion, culture, and science [14].

Based on the explanations above it can be concluded that teacher is a professional educator that has an active role in the effort to educate, teach, guide, direct, train, assess, and evaluate the students so that they become potential human in developing religion, culture, and science values in the primary and secondary school.

The following are the elaboration of some roles of teacher, such as [15]:

1. Teacher as learning source (teacher has to master the teaching materials well);
2. Teacher as facilitator (teacher has to be able to give facility to his/her students in the learning process activity);
3. Teacher as administrator (teacher has active role in creating good learning climate so that the students are able to learn comfortably);
4. Teacher as demonstrator (teacher has to be able to design a more effective learning strategy so that the students can understand easier and comprehend every message that is delivered);
5. Teacher as guide (teacher has to be able to give aids to his/her students that match the students' character and aim that has been planned by teacher);
6. Teacher as motivator (teacher has to be able to grow and give positive motivation in the learning process to his/her students);

Teacher as evaluator (teacher has to evaluate the students as often as possible to know their development; a good teacher is a teacher who evaluates the students often).

III. MATERIAL & METHODOLOGY

This research was a qualitative research [16]. The subjects of this research were the head masters and the teachers of 12 elementary schools in Mataram City that were considered representative of this research, whereas the objects of this research were the students' speaking politeness and the role of teachers in imprinting speaking politeness in the students of elementary schools in Mataram City. In this research, the main instrument to collect the data (*key instrument*) is the researcher himself. The data were gathered through observations, interviews, and documentation [17]. The data analysis technique that was used was interactive analysis that consists of three simultaneous activities, such as data reduction, data presentation and conclusion drawing. The data validity was done by lengthening the duration of observation continually, and testing using triangulation [18].

IV. RESULTS AND DISCUSSION

A. Result

Through questionnaires, interviews, observations, and documentation in 12 elementary schools (SD) in Mataram City from 01-28 February 2017, including SDN 1, 13, 41 Ampenan, SDN 5, 25, 26 Mataram, SDN 2, 26, 42 Cakranegara, MIN 1 Mataram, MIN 2 Mataram, and MIN 3 Mataram. From the questionnaires on students' politeness in language use, the information gathered are: (a) 16% of the students were still involved in fights, both physically and verbally in school, (b) 41% of the students mocked each other, and (c) only 25% of the students used speech that expresses politeness such as the use of some words like please, sorry, and thank you when interacting with other people in school.

Additionally, based on the interviews, observations, and documentation that were done the information gathered was that the students' politeness in language use was still minimal because the students often ridiculed each other, mocked each other, and showed temperamental acts that resulted in fights. The teachers also have records related to the students who did not have good track records because they often fought, loved to mock their friends, and used impolite language, as what is shown in the following interview citation.

"I often found students who mock each other. Everyday there are always students who report that he/she has mocked by his/her friends. Moreover, some of them fought, because in the beginning they mocked each other. Usually, they called their friends with their parents' names. They are angry if their parents' name are called. That's why they fought. Especially the girls often cried and made report to us. If there's such a case, we record it so that we know the students' track records. In a week, it can be found 2 or 3 cases that have been recorded" (Interview, 15 February 2017).

Moreover, outside the classroom, almost every day there were students who fought, both physically and verbally. Moreover, without being watched, the students used to use harsh words by calling the names of animals, such as: dog, pig, and the likes. Teachers often reminded them, but it was ineffective because it repeated again once the teachers were not there, as the citation of the following interview.

"If outside the classroom, I don't know exactly, but there were report to me that there were students who fought physically. The cause was the previous one. The students told me stories. At first, they were mocked, and being called with harsh words, because they did not want to accept it, they threw stones on each other or use whatever they could find, and finally fought. As teachers, we always tried to remind them. But, it was ineffective because after that there were always other reports" (Interview, 14 February 2017).

If the data above were analyzed, it can be understood that the students' politeness in language use was still low. The low level of the students'

politeness in language use was due to their unfamiliarity in speaking procedures.

Teachers cannot ignore that matter. Many efforts were done in order to prevent the use of rough and impolite language. Therefore, teachers tried many ways so that the students' politeness in language use can be raised.

Based on the interviews, observations, and documentation that were done, the information gathered was that in the school the teachers tried to apply the methods that could decrease the use of impolite language, such as having regulation that regulate the students in speaking; being disciplined in acting and using language; using posters and brochures that contain allurements and suggestion to use polite language; having authority in a number of selections to include language policy aspect; maintaining communication with parents and society to emphasize speaking politeness; integrating with the whole courses; and civilizing the words to open a conversation to every person who uses impolite language.

The clear code of conduct in speaking is an effort that was done so that the students understand how they should use language. Meaning that, the students have become more aware of the procedures or with what kind of language they would communicate when speaking to elder people or people of their age. Additionally, when asking for help or expressing refusal, then students also have to understand in using the language that is acceptable for their speaking partner, as what is explained in the following interview citation.

"We have a code of conduct that regulates the students in terms of language. For example, the students have to understand their speaking partner. Whether they are parents, teachers, headmasters, school employees, their elder brother/sisters, their younger brother/sisters, people they have just known, and many other. Not only that, we also regulate how to use language when expression rejection, request, and many others" (Interview, 17 February 2017).

Discipline in using language also becomes a rule in schools. In other words, the utterance and action has to be collateral. The teachers have to become the model for their students. They have to synchronize their behaviors. It is clearly explained in the following interview citation.

"We also emphasize discipline in using language. Meaning that this discipline in using language emphasizes that whatever the students say has to be in line with their actions, and it applies for everyone. But, teachers have to be role models for our students" (Interview, 17 February 2017).

Politeness in language use has also be supported by the surrounding, both physical and social surroundings. In schools, politeness in language use can also be raised with writings that contain

suggestions and allurements to respect others. It can be done by displaying those writings in posters and brochures on the classrooms' walls or other strategic places in the school such as the school gate, guest room, school yard, and many others. This expression is in line with the following informant's explanations.

"Just see the walls around the school. There were many writings in form of allurements and suggestions to respect other people. Of them is the allurements to use polite language. These are intended for anyone who has relevance to the school. Just take a look at this, use language politely, respect your teachers, guest is king. In our opinion, this matter is important as a way to respect other people." (Interview, 16 February 2017).

Schools have the authority in raising the students' politeness in language use. Of the ways is done through selections. For example, the selection of model students or grade promotions. In other words, the students' politeness in language use becomes one of the requirements to become model students or to get grade promotions. Additionally, politeness in language use can also be integrated with other courses. In this matter, teachers will direct the students to use polite language, for example, in discussion. The students know the way how to deliver thoughts, ideas and feelings, and how to respond to suggestion and insert from their friends. As what is explained in the following interview citation.

"If there is an election of model student, we also make it as a requirement. We mean that, one of the conditions is adding language politeness aspect. If they are good cognitively, but impolite, they cannot be chosen as model students. Moreover, we integrated this with the whole courses especially the ones related to manner or politeness in language use." (Interview, 22 February 2017).

Relationship between school, parents, and society cannot be neglected. Schools have to maintain a good relationship with them. It is due to the condition that the students spend more time at home and at society. These three components have to work together in increasing the students' politeness in language use. Therefore, it is highly important to implement the culture of reminding each other when there are people who are impolite or use language that hurts other people, explained in the following interview citation.

"Communication with parents and the society is also done in order to engraft the students' politeness in language use. In our opinion, the students spend more time at home. Parents and people around the children become important to control them. If there is a case in the society, we hope that we are informed so that preventive actions can be taken. In other words, the culture to give reprimands if there are children who are impolite is a must. They have to be given reprimands and being given reminders." (Interview, 20 February 2017).

B. Discussion

Based on the findings above, the elementary schools students' politeness in language use in

Mataram City was still low. This low level was due to the fact that the students still fought with each other, both physically and verbally. The students also mocked and ridiculed each other with impolite language. Moreover, the use of language that reflects politeness such as the use of some words like please, sorry, and thank you when interacting with other people is still minimal. If it is analyzed further, the low level of the students' speaking politeness was also due to the students' unfamiliarity in using language, that is the language that is based on appropriateness, ethic, and moral values that live within a particular language society. It is explained by Musfiroh that speaking politeness is a set of language rules that is based on appropriateness, ethics, and moral values that live within a particular language society [2].

The matter above is also in line with a research from Mislikhah that explained that when communicating, every person is bound with cultural norms, not only delivering the ideas in mind. The procedures to use language have to be in line with the cultural elements where the society live and how a language is used in communication [19]. That research is also in line with a research by Ladegaard that emphasized the importance of the students' understanding of the socio cultural context, the impact of the same age group on children's language, and the children's sensitivity on contextual norms in society [20]. Therefore, to imprint that speaking procedures, the students have to be directed as early as possible. It means that the students' ability to use polite language has to be built from the early time, as explained by Kwarciak that speaking politeness has to be shaded in the early ages [21]. Therefore, profanity among students was not found anymore by teachers in Elementary schools.

With mastering this politeness in language use from the early ages, their characters are formed directly because language is one of the important pillars in shaping the students' character. On top of that, this politeness in language use is a part of the important elements in constructing positive character of the speech society in Indonesia. Disagreement and fights can be avoided to create good harmonization when every person respects each other and use polite language.

To engraft this politeness in language use in the elementary school students in Mataram City, schools as the agents of change have to display initiatives. Therefore, teachers have the role to educate the students to be polite when using language. The following are the explanations of the role of teachers to engraft politeness in language use in the elementary school students in Mataram City.

1) *Teachers have to possess a code of conduct that regulate the students in using language*

It cannot be denied that language has essential role in the life of human. With language, human can interact with other human who has cultural similarities. Moreover, language can regulate human's behavior. Language is what makes thoughts or ideas become possible. Therefore, in relation to this role of teachers, teachers can create norms or codes of conduct that regulate the students to use language. For example, the students have to pay attention to their speaking partners. Whether they are parents, teachers, headmasters, school employees, their friends, their elder brothers or sisters, their younger brothers or sisters, the people they have just known, and the like. These whole things have to be emphasized in a code of conduct that leads the students to use polite language. Not only that, the teachers are also able to regulate how to use language when expressing refusal, request, and many others, and also the use of both spoken or written language on telephone, face to face interaction or many others. It is explained in the following interview citation. "We have a code of conduct that regulates the students in terms of language. For example, the students have to understand their speaking partners, whether they are parents, teachers, headmaster, school employees, their elder brother/sisters, their younger brother/sisters, people they have just known, and many others. Not only that, we also regulate how to use language when expression rejection, request, and many others."

2) *The teachers have to be disciplined in acting and using language*

Discipline is everyone's key to success. Every people is obliged to become disciplined in running their life activities. By understanding disciplined behaviours well, it is hoped that good manner will be shown.

In this role, a teacher has to possess disciplined acts, both in acting and using language. In acting, the teacher comes on time, teach according to schedule, or dismiss the class on time, will give positive impacts on the students' personalities. It also happens in using language when promises have to be fulfilled. When giving orders, she/he has to become leader. When applying rules or deals, these rules should not be violated. It means that discipline in using language will affirm to the students that whatever they say has to be in line with their actions. Teachers have to become the role models for their students, as explained in the following interview citation; "We also emphasize discipline in using language, meaning that this discipline in using language emphasizes that whatever the students say has to be in line with their actions. And it applies for everyone. But, teachers have to be role models for our students"

3) *Teachers have to be creative in putting politeness in language use through posters and brochures*

that consist allurements and suggestions to habituate politeness in language use for teacher, students, school employees, and guests who visit the schools.

A teacher's creativity is highly needed in the learning process. A creative teacher will make the students become high-achieving and qualified if he/she is compared to normal teachers. Only a piece of creativity possessed by teachers, it will make meaningful changes in their students.

The teachers are actively involved in engrafting politeness in using language in their students. It can be done not only directly, but also can be done indirectly through the attachment of posters and brochures that contains allurements and suggestions to accustom students to politeness in using language and also benefit the school community, including guests who visit the school. For example, using polite language, respecting teachers, etc. This is explained in the following interview citation; "Just see the walls around the school. There are many writings with allurements and suggestion to respect other people. One of them is the allurements to use polite language. These are all intended for anyone who has relevance to the school."

4) *Teachers have the authority in inserting the aspect of politeness in language use in various ranking selections, grade promotions, graduations, and model student selections.*

The role of teacher is strategic in elementary school. It can be known by the strong impression perceived by the students. The elementary school students always help their teachers when their parents give them reprimands because of mistakes in school assignments. When their parents or people around them blamed teachers, the students firmly said that what said by the teachers were correct.

The role of teacher in elementary is amazing, it gives many chances to direct or assess the students to insert the language politeness aspect as in selecting the students who deserve good ranks even though they are already high-achievers. Also, in grade promotion or students graduation, or in the election of model students. This is explained in the following interview citation: "If there is an election of model student, we also make it as one of the requirements. It means that one of the conditions is adding language politeness aspect."

5) *Teachers maintain good communication both with family and society to emphasize language politeness in school, family, and society*

Family and society have bigger impacts compared to school in engrafting language politeness in the students. The students tend to spend more time with family or society. It means that family or society factors become the main determining factors in engrafting this language politeness.

Teachers have an important role to maintain good communication with family and society. This role has to be intensified so that their roles in school in engrafting language politeness in the students are far more than just formality in school, but continuously done with family and society where their students live. It is explained in the following interview citation; “Communication with parents and the society are also done in order to engraft the students’ politeness in language use. In our opinion, the students spend more time at home. Parents and people around the children become important to control them. If there is case in the society, we hope that we are informed so that preventive actions can be taken.”

6) *Teachers give politeness in language use content in various courses in schools.*

Most of the curriculum content emphasizes that the students should be triggered to become smart, able to solve problems, compete with other students, occupied with assignments, enrolled to independent courses, and many others. If this continues, there is no time for the students to think about other people. Moreover, it causes them to not care about each other.

In relation to this matter, teachers have to be able to integrate the courses they taught with politeness in language use content. Therefore, manner or language politeness can be inserted in the curriculum contents in schools. This is explained in the following interview citation; “We integrated the contents with the whole courses especially the ones related to manner or politeness in language use.”

7) *Teachers can give reprimands to everyone who is impolite when using language.*

The culture to greet each other is minimal at school community. The students will only greet their close friends even though they are in the same class. It means that the students will only greet their friends, while the other who are not considered as friends will never be greeted. If this happens, the students will not be able to remind each other when there are children who are not polite when using language.

Teachers have to be able to get accustomed to this greeting culture. When there are students who are impolite when using language, the other students have to bravely reprimand them. In this way, it is hoped that there are no more students who are impolite when using language. As what is explained in the following interview citation “Culture to give reprimand if there are children who are impolite is a must. They have to be given reprimands and being given reminder.”

Those seven points above can be said as positive alternative strategies that are done to engraft language politeness in the elementary school students in Mataram City. The other strategies can also be done such as through particular groups that is intentionally made, such as social media groups, *WhatsApp*, *Facebook*, *LINE*, etc. This explanation is in line with

the research of Adel, S. M. R., M. Davoudi, & Akram R. related to language politeness of EFL students of Iran who used blog groups as an alternative medium of communication. The results of the research showed that from 1520 polite utterances, there were 800 polite utterances that were used when the students interacted with their teachers and there were 720 polite utterances that were used when the students interacted with their peers [22]. This means that class blogs can also be used to maintain good communication. In other words, the students know with who they are communicating with and choose the right words (diction) that can be accepted by their speaking partners.

V. CONCLUSION

Students’ politeness in language use can be engrafted since early ages. It means that the early ages are the exact time to engraft good manners, attitudes, and characters or morals in the children. If the students are educated early and appropriately with kindness (good manners in acting and using language), the result will also be good. But, if the children are educated with bad things (impolite in acting and speaking), the results will also be bad. In the case of elementary students in Mataram City, their politeness in language use was still low. Therefore, the role of teachers is needed. The teachers do not only have the role of a teacher, but also as an educator. This role as an educator is hoped to be able to engraft language politeness in language use by elementary school students in Mataram City. Moreover, the teachers and the parents have to work together in raising the students’ language politeness of the elementary schools in Mataram City. Moreover, teachers and parents have to work together in increasing the students’ politeness in language use outside the schools. The role of teachers in engrafting politeness in language use of the elementary schools students in Mataram City was demonstrated in some ways, including (1) having a clear code of conduct in guiding the students to be polite in communication, (2) being disciplined in acting and using language, (3) being creative in promoting politeness in language use through posters and brochures that contain allurements and suggestions to be accustomed to politeness for teachers, students, school employees, and visiting guests at school, (4) having the authority to insert politeness in language use as an aspect in a variety of selections, ranks, graduations, and model student’s elections, (5) maintaining good communication with both family and society that gives emphasizes in engrafting politeness in language use in school, family, and society, (6) giving politeness in language use contents to various courses in school, and (7) giving reprimands to anyone who is impolite when using language. With those seven roles, it is hoped that the teachers can engraft politeness in language use in the elementary school students in Mataram City well. Moreover, it is hoped that there are more other roles of the teachers. This research has to be followed up for the future studies so that there are more ways that can be used to increase the elementary school students’

politeness in language use in Mataram City and other regions.

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