

## A MAP OF STUDENTS' LANGUAGE IMPOLITENESS: A PHENOMENOLOGICAL STUDY

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| Article Info   | Abstract  |
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| <b>Article History</b><br>Received: November 2023<br>Revised: January 2024<br>Published: April 2024  | <i>Recently, researchers have witnessed an alarming phenomenon related to the violation of language politeness among students. This study aims to describe the map of students' language impoliteness in Indonesia. The research data is in the form of students' speech. The focus of this research is unmannerly speech which is studied by phenomenological study by using Culpeper's impoliteness strategy. The phenomenological steps taken are observation of the phenomenon of impoliteness, formulating problems, collecting data, analyzing data, and preparing reports. The research findings show that students use three politeness violation strategies, namely direct politeness violation, positive politeness violation, and negative politeness violation. The phenomenon found is the strategy of impoliteness by using four forms, namely delivering impolite speech directly, speech uttered based on consideration of the interlocutor, considering the location, and the situation of the conversation between the speaker and the interlocutor. This research can contribute to education, especially for teachers to always educate and guide students to speak politely. With a better understanding of the phenomenon of violations of students' language politeness, it is hoped that appropriate preventive and intervention measures can be taken to minimize the forms of language impoliteness that can be carried out by a teacher or parent.</i> |
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### INTRODUCTION

Communication has an important role in human social life. Language politeness is the main basis for building harmonious relationships between individuals (Anwar et al., 2021). However, in recent times, there has been an alarming phenomenon related to the deviation of language politeness among students (Prasetya et al., 2022). This phenomenon reflects a change in communication attitudes that can jeopardize social interactions and affect the quality of relationships between individuals in the school environment.

Students from different levels of education often engage in speech or behavior that does not adhere to the norms of language politeness. This happens to victims of bullying in which a student was bullied by his friend in three forms Verbal, social media, and physical (Bayu, 2023). Not only that, data on bullying victims are shown in the PISA report that 2 out of 3 girls or boys aged 13-17 years have experienced at least one type of violence during their lifetime, and 3 out of 4 children and adolescents who have experienced one or more types of violence report that the perpetrators of violence are friends or their age (Unicef, 2017). The data shows that bullying cases are already at an alarming stage. In addition, the Indonesian Child Protection Commission (KPAI) reported that there were 4,124 complaints related to child protection cases during January-November 2022. This number decreased by 30.7% compared to 5,953 complaints in 2021 (Ayu, 2022).

The neglect of politeness norms can manifest in the use of abusive language, mockery, intimidation, or other inappropriate behavior. The impact of this phenomenon raises concerns because it can damage social structures and disrupt a conducive learning atmosphere. The existence of language politeness deviations among students can be influenced by various specific factors. The advancement of information technology and the use of social media also contribute to the spread of impolite speech among students. In addition, social environment, popular culture, and peer association also influence students' communication behavior. The deviation of language politeness not only hurts the victimized students but also influences the whole school environment. Such impacts include conflict, decreased motivation to learn, impaired emotional well-being, and losses in the formation of personality and social values. Therefore, it is important to recognize students' language politeness deviation as a problem that requires serious attention. With a deeper understanding of this phenomenon, appropriate preventive and intervention measures can be taken to improve students' communication behavior, promote a positive culture of language politeness, and create a safe, inclusive, and harmonious school environment.

Research on language politeness deviations has been done. Anwar et al. (2021) and Hamidah (2020) on the form of impoliteness which is followed by the perspective of impoliteness. Prasetya found 17 violations of the principle of language politeness committed by students against teachers in Balikpapan City (Prasetya et al., 2022). This research is similar to Husni's research, with the subject of research on Dayak ethnic youth (Syafutri et al., 2023). Adib (Kharisma, 2023) examined the misconduct in e-news social media comments. The purpose of this study was to look at the incivility in the comments section of E-News social media by using Culpeper's theory. This theory was also used in Saz's research (Saz-rubio, 2023) to analyze impoliteness. Hermawan analyzed the forms of impoliteness in Javanese and Batak languages (Hermawan, 2022), Hadi politeness, and impoliteness in movies (Hadi et al., 2022). Umair examines the speech of former Muslims on social media in the form of speech that contains language politeness deviations (Hashmi et al., 2022). Language impoliteness in social media (Teneketzi, 2022), and examines the strategy of impoliteness in films (Rudianto et al., 2023). The most recent research in 2023 on impoliteness is research on creative impoliteness researched by Marta (Andersson, 2023).

Every communication interaction between writers and readers expects fluency in communication. The smoothness of communication does not only depend on the structural elements of language but also must pay attention to the principles of language used by writers and readers. By paying attention to the principles of politeness in the use of language, the intended message can be easily received by the interlocutor. However, along with the development of science, criticisms of language politeness began to arise, forcing experts to expand the horizons of this study. Therefore, the postmodern approach of politeness theory emerged (Djalilova, 2023). Politeness theory was developed by experts, one of whom is Culpeper. Culpeper's theory is the opposite of politeness theory (Hassan et al., 2023).

According to Anwar (2020), impoliteness is related to the emotions of speakers and interlocutors. The emotions of speakers and interlocutors can affect the quality of one's language. As also explained by Culpeper. According to Culpeper, impoliteness can be defined as communication behavior intended to attack the target's face or make the target feel that way (Jonathan, 2008). This definition emphasizes that the act of impoliteness depends on the speaker's intention, the understanding of the speech partner, and the relationship between the two. In other words, an action can be considered impolite if the speech partner feels that the speaker has damaged or lost their face and shows a threatening action. Also added by Culpeper (2011: 38), threats to face will naturally be retaliated against, and the person whose

face is attacked will feel justified to counterattack, which can be seen as a "reciprocal" impoliteness among the interactants (Gao & Liu, 2023).

In communication, there is a close relationship between the concepts of impoliteness and politeness that cannot be separated. Thompson & Agyekum Impoliteness is not only the opposite of politeness but also reflects uncooperative attitudes, disagreement, and reciprocal antipathy through certain communicative actions that show a lack of respect (Acheampong et al., 2021). This impoliteness in question is the existence of language politeness deviations. In other words, a good understanding of incivility will also help speakers understand the concept of politeness. Incivility only arises when speakers violate the principles of politeness in communication (Suwignyo et al., 2021). Impoliteness is an act of breaking the rules that have been applied in society in social behavior (Gustiani et al., 2022).

Added by Bousfield (2008:72), incivility is a form of unwarranted communication that is intentionally done and produces verbal conflict that threatens personal integrity. Bousfield also states that incivility can be considered impoliteness if the speaker's intention to "offend" or damage must be understood by the party in the role of the recipient. The term "face" or "face" can be interpreted as an individual's feelings about self-esteem or self-image (Bousfield, D., 2008). This is in line with Brown and Levinson's interpretation of "face" arises thanks to the use of this term introduced in the 1980s and 1990s, which at the time was pioneering in the thinking of linguists and pragmatists. In fact, their theory of politeness had a significant impact, and as of the writing of this article, the most commonly used way of understanding the concept of face is still tied to the theoretical framework they developed (O'Driscoll, 2017).

According to Rohmadi (2010:126), sometimes a writer or speaker deliberately violates the principles of language use. Violation of the principles of language use indicates a certain intention that the speaker wants to achieve. If the speaker does not have a specific intention or purpose for the violation, then the communication between the speaker and the interlocutor will experience obstacles. The principle of politeness generally regulates the way the speaker interacts in an effort to appreciate or respect the interlocutor. There are several maxims that must be considered by the speaker, such as the maxim of discretion, the maxim of compatibility, and the maxim of sympathy. Speakers who do not comply with the principle of politeness can be said to violate the maxims contained in the principle of politeness.

Culpeper categorizes impoliteness strategies into several categories. These categories are based on the concept of "face" in politeness theory proposed by Brown & Levinson (Culpeper, 1996). The following are some of the strategies included in the classification. First, there is the strategy of "Bald on record impoliteness" which is seen when the speaker deliberately attacks the face of the interlocutor without caring about the face or social relationship between the two. There is also the strategy of "Positive impoliteness" which is used when the speaker deliberately damages the positive face of the interlocutor. This strategy relates to the speaker's desire to be respected, appreciated, and prioritized. Furthermore, there is the "Negative impoliteness" strategy which is used to attack the negative face of the interlocutor. In this context, the speaker disturbs the interlocutor's comfort with actions such as insulting, criticizing, scaring, and the like. Then, there is the "Mock politeness" strategy which is a form of false politeness. The politeness shown is only an insinuation or insult to the interlocutor. Finally, there is the "Withhold politeness" strategy which occurs when the speaker intentionally or unintentionally does not show politeness in actions that should be done, such as not saying thank you when receiving something.

Bousfield provides a definition of incivility (Holmes & Schnurr, 2017). He explains that incivility refers to intentionally unplanned communication and face-threatening actions through deliberate verbal confrontation without specific boundaries, and/or with deliberate

aggressive intent, the focus on the speaker's intention or intentionality is considered important in this context. The perspective we use to understand this relates to the speaker's intentional perception. Culpeper's definition of incivility considers the perception of both the speaker and the listener in terms of intentionality: Incivility occurs when: (1) the speaker intentionally communicates with the purpose of attacking face, or (2) the hearer perceives the behavior as a deliberate attempt at attacking face, or it could be a combination of (1) and (2). However, there is another approach to incivility that does not rely entirely on intentionality.

Culpeper's updated definition can be explained as follows: Incivility refers to a negative attitude towards certain behaviors that occur in certain contexts. These attitudes are rooted in expectations, desires, and/or beliefs regarding social order, including how a person's or group's image is affected by interactions with others. Behavior is considered negative - called 'disrespectful' - if it conflicts with behavioral expectations, behavioral aspirations, and/or views of what is considered appropriate behavior. Such behavior always elicits or is perceived to elicit an emotional reaction for at least one of the participants involved, that is, it triggers or is perceived to trigger feelings of annoyance. Clearly, this definition is designed to avoid the errors of previous definitions that have been overlooked.

Culpeper also adds that impoliteness can arise from several factors that influence it, namely (1) the social relationship between speakers, (2) the social power of speakers, and (3) the intention of speakers. In the context of the social relationship between speakers, the closer the relationship between the two, the higher the possibility of impoliteness. Judging from social power, speakers with greater social power tend to be impolite towards speakers who have weaker social power. In terms of speakers' intentions, impoliteness occurs because there is an intention not to defend the face of the speech partner.

The purpose of this study is to describe the strategy and map of the phenomenon of students' language impoliteness in Makassar using phenomenological study. The benefit of the research is that with a better understanding of the phenomenon of violations of student language politeness, it is hoped that appropriate preventive and intervention measures can be taken to minimize the forms of language impoliteness that can be carried out by a teacher or parent. The formulation of the problems in this study are 1) How is the strategy of students' language impoliteness; and 2) How is the phenomenon map of students' language impoliteness using phenomenological study?

## **RESEARCH METHOD**

This research is a qualitative study with descriptive research methods. The researcher focuses on students in Makassar as the research subject. The research data is in the form of students' speech. The focus of this research is on impolite speech that is studied with sociopragmatic studies by using Culpeper's (1996) impoliteness strategy. The first step is to trace the phenomenon of violation of students' language politeness through literature review and case analysis. After the data is collected, a data analysis or compilation process is needed. Data analysis is the process of organizing data so that it is arranged systematically so that it can be interpreted. Activities in data analysis include data reduction, data presentation, and conclusion drawing/verification.

### **Research Design**

In this research, the phenomenological method is used as the main approach. This method was chosen because to observe a linguistic phenomenon, it needs to be done naturally, not contrived, and based on conditions or linguistic phenomena that occur. Phenomenology is an approach that follows systematic, logical, and critical steps and tries to avoid prejudice. The main purpose of this research is to develop and acquire new knowledge through the methodological process of phenomenology. This process consists of several stages, including

observation of politeness phenomena, formulation of research problems, data collection, data analysis, and preparation of a report of the results. The data in this study are all illocutionary speech acts spoken by students in the form of recordings. The data were taken in the form of students' utterances which were the results of students' conversations. The data were taken randomly in various locations of speech events. Other data can also be in the form of students' opinions about language politeness through interview activities. The data sources in this research are words and actions from students' language activities in Indonesia. Data sources will be taken from documents, interview results, field notes, and results from observations.

The first stage in the phenomenological method is to observe speech acts to understand the phenomena or symptoms that arise. Then, the second step involves formulating research problems based on the results of these observations. After that, researchers collect data through various methods, such as direct interaction with participants in speech events, interview techniques, and recording. The results of this data analysis will create a strategy map of the forms and phenomena of language impoliteness.

The researcher designed the steps of the research procedure as follows. First, the researcher identified the phenomenon to be studied, namely speech events in Indonesian schools. The researcher directly observed the social phenomena that occurred in the school. Second, based on the observation, the researcher formulated relevant research questions. Furthermore, data on students' speech acts were collected through interviews and tapping techniques using interview instruments. After the data were collected, they were transcribed and analyzed. The researcher identified the forms and phenomena of politeness from the collected speech event data. Data validity and reliability were verified to ensure the accuracy of the research results. Finally, the research results were summarized in the final report.

### **Instrument**

In this study, the primary research instrument employed is the researcher himself. The choice of using the researcher as the main instrument is deliberate, stemming from the inherent sensitivity and adaptability possessed by a human researcher. This sensitivity allows the researcher to discern and respond to various environmental stimuli, a crucial aspect for ensuring the meaningfulness and relevance of gathered data within the research context. Given that the data collection primarily involves capturing speech from student conversations, a set of specific tools is necessary to facilitate this process effectively. Consequently, the research instruments utilized consist of interview guidelines, recording devices, cameras, and stationery supplies. These tools collectively aid in systematically documenting and analyzing the verbal exchanges among students, thereby contributing to the comprehensive understanding of the research subject matter. By employing a combination of these instruments, the study aims to capture and evaluate the nuances of student discourse, thereby enriching the depth and validity of the research findings.

### **Data Analysis**

The data analysis process in this study unfolded in two distinct stages, each contributing to a comprehensive understanding of the research findings. Initially, data analysis commenced concurrently with data collection. Upon transcription of the recorded conversations among students from spoken to written language, meticulous description and categorization of the data ensued. This initial analysis phase aimed to establish a foundational understanding of the dataset and its inherent characteristics. Subsequently, a more focused analysis was conducted to examine the prevalence and patterns of language impoliteness among students. Drawing upon Culpeper's theoretical framework for analyzing impoliteness in language, the collected data underwent systematic scrutiny to identify instances of impoliteness in student discourse. This analytical approach facilitated the identification of

recurrent linguistic features and behavioral patterns indicative of impoliteness. Building upon the insights gleaned from Culpeper's theory, the analyzed data were synthesized into a structured format. This synthesis culminated in the creation of a tabular representation outlining the various forms and strategies of language impoliteness observed among students. Additionally, to provide a visual representation of the phenomenon, a conceptual map illustrating the distribution and intensity of language impoliteness across different contexts was developed. By systematically navigating through these stages of data analysis, this study not only elucidated the manifestations of language impoliteness among students but also provided valuable insights into the underlying dynamics and implications of such linguistic behavior within the research context.

## RESEARCH FINDINGS AND DISCUSSION

### Research Findings

#### *Direct Impoliteness (bald on record impoliteness)*

The initial impoliteness strategy identified in the study is categorized as "bald-on-record" impoliteness, also known as direct impoliteness. This strategy is intentionally employed to confront or attack speech partners, often resulting in the breakdown of interpersonal relationships. The approach involves the deliberate mockery or satire of the interlocutor by the speaker. In essence, this strategy prioritizes directness and confrontation, disregarding the maintenance of amicable or cooperative communication dynamics typically expected in social interactions.

(1) *Student A: See who's coming?*

(2) *Student B: It's your subscription!*

This situation occurs in class when entering the first lesson hour. In data (1) Student A sees the arrival of his friend who comes late to class. He wanted to reprimand his friend by asking in speech 1, even though he already knew who was often late for class. Then this direct impoliteness was reinforced by student B who told his friend who came that he was regularly late. This indicates that student B delivered his speech directly in front of the interlocutor without paying attention to the face of the student who was late.

#### *Positive Impoliteness*

Positive impoliteness is most often used in students' speech. The action taken is by ignoring the interlocutor and not having sympathy.

(3) *Student A: "My assignments are not finished yet?"*

(4) *Student B: "Leave it alone!"*

In data (3), there is a marker of language politeness deviation, namely positive impoliteness. The location is in the garden in front of the class during break time. Student A said that his assignments had not been completed. The intention is that the speaker wants the interlocutor to help complete his assignments. However, the interlocutor shows impoliteness by ignoring the speaker's intention. This shows that the interlocutor uses impoliteness that makes the speaker offended or does not want to expect to be helped by the interlocutor.

(5) *Student A: Did you see him today?"*

(6) *Student B: Who are you? Most painful!*

Data (6) shows the presence of positive impoliteness markers by ignoring the speaker by ignoring the speaker's intention. Student B said "Most painful". This utterance intends for the interlocutor to ignore his friend. Student B thinks that the word "he" in data (5) is often absent from class because he often makes a lot of excuses and does not go to class.

(7) *Student A: Tomorrow there is a morning run, come along!*

(8) *Student B: Lazy ah, better I sleep*

Data (8) indicates positive impoliteness by ignoring the interlocutor's intention. This is reflected in the word "lazy ah" which means not accepting the invitation of the interlocutor with words that can offend the interlocutor.

### **Negative Impoliteness**

Negative impoliteness is characterized by committing impoliteness by offending the interlocutor. Deviations of politeness found based on student speech data are obtained in two forms, namely impoliteness by scaring the interlocutor Student A: Let's finish it right away!

*Student B: Later, the deadline for submitting the assignment is still long*

*Student: Don't you want to come? If not we'll just be the two of us*

The location of the speech event occurred in the school library. Three students were present. At that time the group leader was working on a group assignment. Student A was inviting student B to immediately do the group assignment with him. However, student B refused the class leader's invitation by saying that the task collection was still long. The impoliteness lies in data (11), the speaker frightens the interlocutor by saying "If not we will only be alone". The meaning of the utterance is that if the interlocutor does not want to accept his order to do his assignment, then he is excluded from the group. Of course, this is a statement of student A's consequence if his order or invitation is not carried out which makes the interlocutor feel afraid. After the interview, student B was too lazy to do the assignment so the group leader gave the speech.

Based on the data collected, it was found that students used three strategies of impoliteness, namely direct impoliteness, positive impoliteness, and negative impoliteness.

Table 1  
Findings of Students' Language Impoliteness Strategies

| No | Form of speech              | Result  | Pattern |
|----|-----------------------------|---|---------|
| 1. | Bald on record impoliteness | The speaker intends to mock or satirize the interlocutor. | 1.1     |
| 2. | Positive impoliteness       | Ignoring the other person and lacking sympathy            | 2.1     |
| 3. | Negative impoliteness       | Scaring the other person                                  | 2.2     |

### **Discussion**

The study's investigation into the various forms of impoliteness strategies among students yielded significant insights into the phenomenon of language impoliteness. It was discerned that how speakers articulate their speech to their interlocutors plays a crucial role in shaping the manifestation of impoliteness. Additionally, the dynamics between speech partners were found to exert considerable influence on the occurrence and intensity of language impoliteness. Furthermore, environmental conditions were identified as contributing factors to students' engagement in impolite language behaviors. Moreover, the physical setting in which speech occurs was observed to provide a conducive environment for the expression of language impoliteness. These multifaceted influences collectively contribute to the complexity of the phenomenon of language impoliteness among students. To encapsulate

these findings comprehensively, Figure 1 serves as a visual representation, delineating the various factors and their interplay in facilitating instances of language impoliteness within student discourse. Through this systematic presentation, the nuanced dynamics of language impoliteness are elucidated, offering valuable insights for further research and practical interventions aimed at mitigating impolite language behaviors among students.

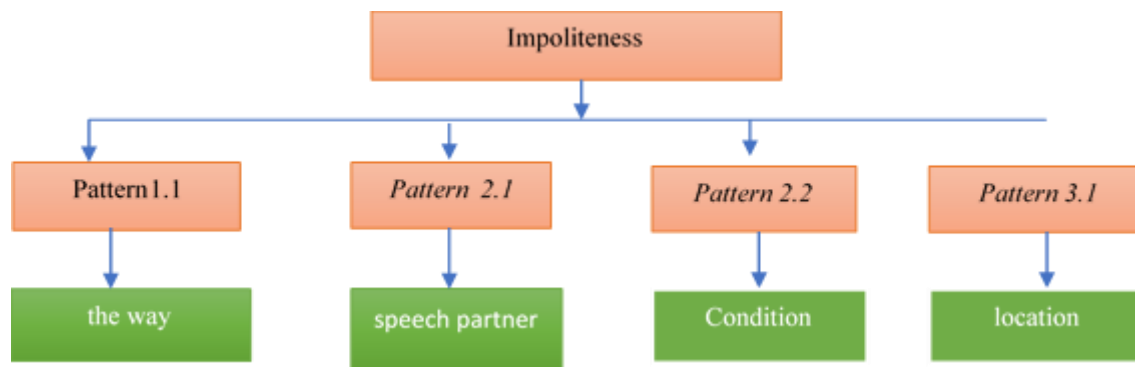


Figure 1. Findings of the Phenomenon of Language Impoliteness

Based on chart 1 above, the phenomenon of students' language politeness deviation can be explained as follows. The phenomenon is found in the form of an impoliteness strategy realized directly in pattern 1.1. Speakers say their intentions without pleasantries or do not intend not to offend people. The speaker directly conveyed his intention which could make the interlocutor by saying "Your subscription". In pattern 2.1, it is explained that the speaker conveys his intention based on the age of the interlocutor. student B said this because student B considered the interlocutor to be the same age as him so he freely released his speech. However, it is still considered offensive to the interlocutor. Pattern 2.2, the speaker conveys the meaning of the speech with a relaxed situation or atmosphere (Anderson, 2023; Ali-qasim & Abbas, 2022). The purpose of his speech is that he does not accept the invitation of the interlocutor to be invited to join the morning run. This means that impoliteness deviation can occur in a relaxed atmosphere. Pattern 3.1, speech findings were obtained in the library. The speaker and the interlocutor are talking about group assignments. The deviation of politeness when the speaker gives a threat to the interlocutor with the aim that the speaker's intention can be done by the interlocutor.

The direct impoliteness strategy employed by students involves the use of speech intended to tease or ridicule the interlocutor, disregarding social niceties or relational dynamics. An illustrative example of this strategy is evident in the interaction between student A and student B. When student A inquires, "Who's here?" student B retorts, "Of course, you're the one who's often late!" This response exemplifies the direct impoliteness strategy as it involves mocking the interlocutor without consideration for their feelings or the social context (Anderson, 2023). Conversely, positive impoliteness emerges as another common strategy among students, characterized by a lack of empathy or acknowledgment towards the interlocutor's concerns. For instance, when student A shares, "I haven't finished my assignments yet," student B dismisses the statement with a curt response, "Leave it alone!" This interaction demonstrates student B's disregard for student A's feelings or intentions, reflecting a lack of empathy and attention to the interlocutor's needs. These instances underscore the diverse ways in which students employ impoliteness strategies in communication, each serving distinct communicative functions and reflecting varying degrees



of social awareness and sensitivity (Anwar et al., 2021; Hassan et al., 2021). By examining these strategies in context, researchers and educators can gain valuable insights into the underlying dynamics of impolite language behaviors among students, informing efforts to promote more respectful and considerate communication practices within educational settings.

Negative impoliteness is distinguished by the utilization of speech intended to intimidate the interlocutor. An illustrative example of this phenomenon can be observed in the interaction between student A and student B. When student A extended an invitation to student B to collaborate on an assignment, student B responded with a refusal, stating, "The assignment collection deadline is still far off; just wait. Are you coming or not? If not, we'll work on it together." This response exemplifies the negative impoliteness strategy as it instills fear in the interlocutor by implying potential consequences if their directives or invitations are not adhered to (Anwar et al., 2021; Hassan et al., 2021). The threatening undertone of the response serves to coerce compliance from the interlocutor, thereby establishing dominance or asserting authority within the interaction. This dynamic underscores the nuanced ways in which language can be wielded to exert control or influence within social exchanges, illustrating the intricate interplay between linguistic strategies and interpersonal dynamics in communication.

Based on the results of the research on students' language politeness deviation, it can be seen in Table 1 and Chart 1 that various types of speech violate politeness, as well as patterns that appear in the strategy of impoliteness. For example, pattern 1.1 shows the use of direct impoliteness, pattern 2.1 shows impoliteness based on age difference, pattern 2.2 shows impoliteness in a relaxed atmosphere, and pattern 3.1 shows the use of impoliteness by using threats. Thus, this study provides an understanding of the various strategies and forms of impoliteness used by students in their speech acts which can be taken into consideration in the development of more polite learning and communication in the school environment. This is also confirmed by Xiang Gao's research on the analysis of online comments showing that the evaluation of public incivility can help understand the dynamics and location of incivility. Different people pay attention to the stages or aspects of an incivility interaction, i.e. the offending event, the exchange of remarks, or the solution, which confirms the dynamic process of incivility. Public comments on incivility display variability (Gao & Liu, 2023). Similar research was conducted by Rika Ningsih in her dissertation on the form and phenomenon of speech acts, except that this research discusses the phenomenon of language politeness. The results of this study show that there are 15 forms of speech acts of student politeness, namely forms of praise, orders, requests, approval, giving, invitation, refusal, generosity, speech acts that offend others, expressions of gratitude, humility, sympathy, arrogance, speech acts that burden the interlocutor and acceptance speech acts (Ningsih, 2021).

The analysis presented above highlights three distinct strategies employed by students to express impoliteness: direct, positive, and negative. Interestingly, this research findings stand in contrast to a study on impoliteness among English language learners in Iraq conducted by Ali Qassim and Fadhel Abbas in 2022. Their research revealed that English language learners in Iraq tend to utilize indirect strategies of impoliteness. This disparity underscores the variability in impoliteness strategies across different cultural and linguistic contexts. It suggests that cultural norms and communicative practices significantly influence the manner in which individuals express their dissatisfaction or address their interlocutors. This cross-cultural comparison underscores the importance of considering cultural nuances and context-specific factors when examining language impoliteness. By recognizing and understanding these variations, researchers and educators can develop more culturally

sensitive and contextually appropriate approaches to address impolite language behaviors effectively.

## CONCLUSION

The examination of student language politeness deviations reveals the employment of three distinct strategies: direct impoliteness, positive impoliteness, and negative impoliteness. These strategies manifest in various forms, including the direct delivery of impolite speech, speech tailored based on interlocutor considerations, as well as contextual factors such as location and situation of the conversation. By discerning these patterns, a comprehensive understanding of the phenomenon of impoliteness emerges, facilitating the identification of potential preventive and intervention measures. With a nuanced comprehension of the intricacies surrounding language politeness deviations among students, educators can implement targeted strategies to mitigate impolite language behaviors effectively. This research serves as a valuable resource for educators, offering actionable insights to address language impoliteness within educational settings. By utilizing this research as a reference guide, educators can adopt informed approaches to foster a more respectful and conducive learning environment. Ultimately, the goal is to equip educators with the tools and knowledge necessary to navigate and effectively address instances of language impoliteness among students, thereby promoting positive communication dynamics and enhancing the overall educational experience.

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