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Violations of Linguistic Politeness Principles in Academic Communication

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ABSTRACT

Maintaining linguistic politeness in academic communication is essential in fostering harmonious and productive teacher-student interactions within academic settings. Yet, these vital guidelines are frequently overlooked in educational environments. This phenomenological study delves into violations of linguistic politeness principles within academic communication. We explore the forms these violations take, the mechanisms that cause them, and their subsequent impacts. The data consists of conversations between three professors and nine students collected from desk reviews and in-depth interviews with four lecturers (L1–L4) to cross-verify our observations. By employing an interactive model analysis technique, we found that (1) violations of linguistic politeness principles in academic communication in the forms of violations in wisdom, generosity, praise, humility, agreement, and sympathy; (2) violations which occur through the learning process, classroom discussions, and final project guidance sessions; and (3) violations of linguistic politeness principles negatively affecting communication harmony, triggering prolonged conflicts, and hindering the achievement of learning goals. Given the significant effects of violating linguistic politeness principles in academic communication, it is crucial for language users to adhere to these principles during their (social) interactions. This practically implies that academic institutions should incorporate linguistic politeness training into professional development (PD) programs.

Keywords: Violations; Linguistic Politeness; Academic Communication

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1. Introduction

The rapid development of information and communication technology in digital era has influenced linguistic politeness. While technology brings numerous benefits and conveniences to society, it also has negative impacts on human behavior, particularly in terms of linguistic politeness. Linguistic politeness has become a serious issue, as violations of its principles can lead to disagreements and misunderstandings within a community. Using inappropriate language that offends or hurts the feelings of the interlocutor constitutes a breach of linguistic politeness, resulting in conflicts. The current state of linguistic politeness is concerning, with a growing lack of decency among the Indonesian population, especially Millennials. In fact, there is a growing scarcity of respectful communication among millennials, in which a noticeable absence of empathy is frequently evident.

In Indonesian context, a decline in politeness communication has become a growing concern, particularly among millennials. As a result, respectful and empathetic communication has become increasingly scarce. Language shock and a shift in linguistic politeness are detrimental impacts of technological advancement. Nowadays, many children no longer reflect the nation's high ethical and aesthetic values in their language usage. It is evident that many children are losing their sense of etiquette, speaking freely without considering their audience, and resulting in language that lacks decorum.

Recently, studies on violations of linguistic politeness principles have been extensively conducted by previous researchers with various perspectives. Previous research tends to focus on three main aspects. Firstly, a study by Sari^[1] examined violations of politeness principles in communication through media, specifically in televised interview scenarios. Secondly, Cahyani, I., and Munalisa^[2] investigated violations of linguistic politeness in communication within soap opera scenes, analyzing the communication of actors who followed scripted scenarios, making the violations non-natural. Thirdly, Prasetya et al.^[3] discussed linguistic politeness principles among students towards teachers, focusing on communication in elementary schools during classroom activities. These trends highlight a notable empirical gap in research, showing that there

have been few studies examining violations of linguistic politeness principles in academic communication between lecturers and students, particularly in Indonesian higher education (HE) institutions. This calls for further research on this issue.

Research on violations of linguistic politeness principles in academic communication is important for strengthening and complementing previous research. This study yields different results compared to earlier research, which focused on violations of etiquette in media and in primary school educational settings. Unlike previous studies, this research investigates academic communication beyond classroom activities in elementary schools, specifically focusing on violations of linguistic politeness in academic communication between lecturers and students in higher education. This encompasses communication during the learning process, class discussions, and guidance in students' final assignments.

This article is based on the argument that academic communication must be built upon harmonious relationships to achieve educational goals optimally. Linguistic politeness significantly contributes to reducing conflicts that arise in communication and interactions between lecturers and students. Linguistic politeness is crucial for fostering communication harmony. Prasetya et al.^[3] conclude that communication disregarding the principles of linguistic etiquette can lead to misunderstandings, hindering smooth communication among speakers. Therefore, in academic communication, violations of linguistic politeness should be avoided. The less frequent these violations occur, the more effective the communication will be. Conversely, the more violations of linguistic politeness, the less effective the communication becomes.

2. Literature Review

2.1. Violations of Linguistic Behaviour

Violations are operationally defined as actions that cause injustice and are defined by law^[4]. Anzalena et al.^[5] further asserts that individual violations often start with minor infractions. Hence, the more frequently these minor violations occur, the greater the possibility of more serious infractions in the future increases. In academic settings, minor violations typically begin during an individual's

school years, such as skipping class such as a study by Amaliyah et al. ^[6], Nopiarni et al. ^[7], and Fauziyah ^[8], laziness in studying, such as in study by Warif ^[9] and Adinda et al. ^[10] being late for school in study by Baihaqi & Utami ^[11], Astuti & Lestari ^[12], and Sukatin et al. ^[13], and cheating in study by Kusdiana et al. ^[14], Andiwatir & Khakim ^[15], and Anitasari et al. ^[16] are among other transgressions. In fact, Mubarak et al. ^[17] identified that environmental influences (e.g., family, school, and society) shape a child's character, leading to frequent rule-breaking behavior. Environments that fail to provide positive examples for children can thus foster undisciplined behavior ^[18]. As a consequence, cooperation among various parties is necessary to minimize violations committed by children.

Scholars have investigated violations of language politeness from diverse perspectives. Amelia et al. ^[19], for instance, carried out a socio-pragmatic study exploring the types of violations of politeness maxims and the factors influencing these violations in the movie titled *Mencuri Raden Saleh*. They reported many instances of violations of politeness maxims, cooperative principles, and identified factors (e.g., external and internal) affecting these violations. In addition, a pragmatic study by Karmila et al. ^[20] explored the forms of language politeness violations, the factors contributing to language politeness violations in comments on the Instagram account @kemenkominfo, and their relevance to learning in high school. They found that there were six violations of maxims occurring in the comments section of the Instagram account @kemenkominfo. Moreover, they identified several factors influencing these violations, such as the speaker's lack of trust in the speech partner, social media as a forum for expressing emotions, the presence of hatred from the speaker towards the speech partner, and communication that occurs indirectly.

2.2. Language Politeness

Politeness is an effort to express awareness related to someone else's "face" ^[21]. Linguistic politeness is a form of politeness that requires serious attention. Linguistic politeness is evident when individuals communicate through verbal cues because, during communication, individuals not only convey their ideas but also must adhere to various cultural norms within society ^[22]. Therefore, linguistic politeness is closely related to the place, time, and culture

where individuals are situated ^[23]. Kurniadi et al. ^[24] describe linguistic politeness as an attitude displayed through gentle, humble, calm, and respectful language behavior. Consequently, linguistic politeness is a crucial aspect to consider in communication.

Kurniadi et al. ^[24] mention several implementations for achieving linguistic politeness, such as principles of politeness in language use, avoiding taboo words, and using appropriate honorifics. Therefore, linguistic politeness should be instilled early on. However, field observations show that linguistic politeness in young children is still low ^[25]. This is evident in daily interactions within and outside school environments due to unsupportive surroundings and the limited social interactions stemming from the COVID-19 pandemic ^[26]. Nevertheless, linguistic politeness can play a supportive role in fostering more effective communication among speakers ^[27] and maintaining harmony with interlocutors ^[28]. Therefore, instilling linguistic politeness in young children should be a priority to ensure this habit carries into adulthood, allowing individuals to establish effective communication with others.

2.3. Academic Communication

Communication is defined as the process of conveying messages between individuals to inform or adjust attitudes, intentions, and behaviors, whether directly or indirectly ^[29]. The context of communication is closely related to academic activities. Zukirman and Rahayu ^[30] reveal that communication media play a role as a platform that facilitates effective communication, fostering a conducive and pleasant academic atmosphere. Globalization also necessitates that individuals to have communication skills ^[31]. Dazali and Awang further explain that individuals with good communication skills demonstrate social abilities, thereby aiding in self-improvement.

Globalization has accelerated technological advancements in the education sector. This development has made communication between educators and students easier ^[32]. Alongside improved communication among various parties, technological advancements also have negative impacts that can affect communication quality. One of these negative impacts is the growth of individualistic personalities that show disregard for students' well-being ^[33]. This negativity arises from the lack of role models in speech

conduct^[34] and inadequate consistency in nurturing polite behavior^[35]. Therefore, greater attention to academic communication between educators and students is essential to achieving effective communication in the educational realm.

3. Method

The unit of analysis of this study is the discourse within speech events between lecturers and students in academic communication at a university in Jember, East Java. Speech events between lecturers (three professors) and students (nine students; 3 males and 6 females), as well as four lecturers (L1–L4) were recruited, as they represented they meet the inclusive criteria to be participants suited to our research objectives. Initially, we contacted 20 potential participants altogether via the personal Whatsapp app. Finally, there were 3 professors, 4 lecturers, and 9 students voluntarily involved in the data collection stage. The participants were then asked to sign an e-consent form.

The politeness principle indicator used is based on Leech's six maxims, as it is predominantly used in the relevant literature on pragmatic studies. Theoretically, this includes: (1) tact maxim, (2) generosity maxim, (3) praise maxim, (4) humility maxim, (5) agreement maxim, and (6) sympathy maxim^[23]. These speech events occur in academic communication between lecturers and students, both during classroom learning processes and outside-class tutoring. This research employed a qualitative phenomenological approach with the aim of describing violations of linguistic politeness in academic communication between lecturers and students.

Data collection methods include desk reviews of written sources, observations of speech act practices, and interviews with informants. Desk reviews map discourses related to the studied issue of linguistic politeness violations as a basis for interviews. In-depth interviews aim to understand the philosophical foundations and reasoning behind communication practices between lecturers and students. We conducted these interviews with participants (L1–L4) situated in inside and outside classrooms. Each interview lasted from 30–45 minutes and was conducted in Bahasa Indonesia, the participants' native language. Meanwhile, observations focused on the ongoing academic

communication processes involving speech acts between lecturers and students during learning activities, classroom discussions, and final project guidance.

Data analysis involved four stages following Miles and Huberman^[36]: data collection, data condensation, data display, and data verification or conclusion drawing. These stages aim to transform raw data into meaningful insights. Through this analytic process, insights are gained on the forms of linguistic politeness violations, the mechanisms behind these violations, and their consequences. Condensing data involves sorting data thematically based on research questions. Data display includes presenting interview quotes and observation results. Data verification, the final analysis stage, entails comparing and contextualizing data within social contexts for interpretation.

4. Results

4.1. Forms of Linguistic Politeness Violations in Academic Communication

Forms of linguistic politeness violations in academic communication between lecturers and students include: (1) wisdom maxim violation, (2) generosity maxim violation, (3) praise maxim violation, (4) humility maxim violation, (5) agreement maxim violation, and (6) sympathy maxim violation.

4.1.1. Violation of the Wisdom Maxim

Wisdom is the way an individual approaches an event with care and precision, aiming to avoid errors that could harm themselves or others. In daily life, various characteristics differentiate one person from another, leading to some who adhere to the principle of wisdom and others who violate it. Those who breach the maxim of wisdom often exhibit discourtesy in their behavior and speech towards others. The fundamental principle of wisdom is to minimize harm to others and maximize benefits. Violations of wisdom occur when interlocutors' statements are belittled or blamed by the speaker. Violations of wisdom can be found in everyday life, as seen in academic communication between lecturers and students.

Violation against the maxim of wisdom is evident in the following discourse:

Context: Conversation during the final project supervision

P1: "This part isn't quite right. Please review it again. Feel free to come back next week."

S1: "Could you provide reasons, please? If you only say it's not right, I'm uncertain about what to do and what needs revising. Frankly, I'm confused by your feedback."

The conversation above illustrates a violation of the maxim of wisdom by S1 (the student), who appears to blame P1's (the lecturer's) statement "This part isn't quite right," by saying, "Could you provide reasons? If you simply say it's not right, I'm unsure about what to do and what needs revising. Frankly, I'm confused by your feedback." In saying this, S1 expresses frustration in tone and demeanor, leading to a breach of linguistic politeness principles.

4.1.2. Violation of the Generosity Maxim

In daily life, respecting one another is a habit that reflects a person's character in how they treat others when they meet and communicate. Effective communication thrives on mutual respect between speakers and interlocutors; conversely, a lack of mutual respect can hamper communication. Disregard for others often surfaces in daily interactions. Not valuing others, especially when it benefits oneself at the expense of others, violates the linguistic politeness principle of generosity. Violations of the generosity maxim occur when a participant minimizes their own losses and maximizes their gains. Focusing on oneself predominantly contradicts the principle of generosity.

A violation of the generosity maxim is evident in the following discourse.

Context: Conversation during a student discussion in class.

S2: "Earlier, the presenter mentioned that the observation was conducted on only one teacher. I'd like to know the reasons behind this. Why only one? Secondly, were there any challenges encountered during the observation? Please explain what difficulties the presenter faced."

S3: "Yes, that's correct. I observed only one teacher. As for challenges during the observation, I didn't face any challenges at all."

The violation of the generosity maxim in the above exchange occurred because a participant in the discussion was reluctant to provide detailed explanations. The partic-

ipant seemed unwilling to incur any losses in the discussion, believing that elaborating further would consume too much time.

4.1.3. Violation of the Compliment Maxim

Basically, every individual appreciates being praised by others. In today's society, maintaining feelings and praising others can be challenging. Nowadays, individuals often praise themselves to benefit themselves, seeking personal satisfaction while inadvertently embarrassing others. For someone with such traits, the lack of courtesy leads to violations of the compliment maxim. This maxim strives to praise others as much as possible and minimize criticism towards them. Violations of the compliment maxim occur when speakers directly or indirectly criticize the abilities of their interlocutors in public. These violations commonly emerge in the communication between lecturers and students. Below are examples of the violations of the Compliment Maxim.

Context: A conversation between a lecturer and a student during the student's thesis defense.

P2: "This isn't a conclusion but a Spoliation. Do you know what Spoliation means?"

S4: "Yes, Professor, I know."

The dialogue above illustrates a violation of the compliment maxim. P2 (the lecturer) directly criticizes the abilities of the interlocutor (S4) in public. This makes the interlocutor feel embarrassed in front of others.

4.1.4. Violation of the Humility Maxim

Indonesian society highly upholds values of politeness. However, today, courteous behaviors like humble attitudes towards others have started to erode. One detrimental factor affecting politeness is the influence of modernization and external factors. Individuals lacking politeness by behaving rudely, arrogantly, or haughtily are seen to violate the humility maxim. This maxim encourages speakers to reduce self-praise and increase praise towards others. One is deemed conceited when constantly self-promoting in speech. The maxim aims for speakers to be humble and avoid appearing arrogant towards their interlocutors. The following discourse illustrates a breach of the humility maxim.

Context: A student's speech during the beginning of a class session.

P3: "Congratulations, you have been chosen as the class coordinator."

S5: "Oh, I deserve to be the class coordinator, Sir."

The conversation above illustrates that S5 (the student) displays arrogance towards their interlocutor, lacks humility, and appears to boast about themselves, hence violating the humility maxim.

4.1.5. Violation of the Agreement Maxim

Individuals have their own opinions on certain matters. Some individuals sometimes feel they are always right. This can lead to conflicts between individuals because they refuse to yield when expressing their opinions. This attitude can result in a breach of linguistic politeness, particularly concerning the maxim of agreement. The maxim of agreement emphasizes that participants in a conversation should mutually establish agreement during communication. Hence, if there is agreement between the speaker and the interlocutor in their communicative activity, they can be considered not to violate the principle of politeness.

Context: Conversation between a lecturer and a student during the thesis supervision process.

P1: "In my opinion, the title you proposed does not meet the requirements as it does not align with the field of study of the program."

S6: "I thought this title fits my program, doesn't it, Ma'am?"

P1: "Not yet."

The conversation above demonstrates a violation of the maxim of agreement by P1. P1 is considered to breach the politeness principle of agreement as there is a lack of agreement and explanation in the communication.

4.1.6. Violation of the Sympathy Maxim

Humans are equipped with sensitivity and emotions, allowing them to experience happiness, sadness, pain, and more. Someone with high sensitivity can empathize with others' experiences, whereas those lacking sensitivity may struggle to understand others' feelings. Failure to sympathize with others, such as being unable to provide solutions, not being a good listener, and showing indifference,

is viewed as a violation of the maxim of sympathy. This maxim emphasizes maximizing sympathy towards the interlocutor and minimizing antipathy towards them as much as possible. Violations of the sympathy maxim are depicted in the following discourse.

Context: A student met a professor for guidance not in line with the agreed schedule.

S7: "I'm sorry, Professor. I couldn't meet you yesterday because my grandmother passed away."

P2: "That's not my concern. I don't want to know about that."

The conversation above shows a violation of the maxim of sympathy by P2 (the professor) for not displaying sympathy and failing to express supportive words when the interlocutor faced a tragedy, instead showing indifference.

The data above indicates six violations of linguistic politeness principles in academic communication between professors and students at the university. The violations observed vary in the context of each speech event.

4.2. Mechanisms of Linguistic Politeness Violations in Academic Communication

In academic communication, interactions occur between professors and students, students, among students themselves, and among professors with each other. These interactions often involve violations of linguistic politeness principles. These violations can happen during the learning process, classroom discussions, and guidance sessions. During classroom learning, interactions between professors and students take place, potentially leading to violations of linguistic politeness principles. Violations of linguistic politeness principles are apparent in the following discourse.

Context: Classroom learning activity.

S8: "Sir, what are the steps to compose an academic work properly and correctly?"

P3: "But I explained that last week, why is it still unclear?"

S8: "I wasn't very focused last week, Sir."

The data illustrate that P3 has breached the linguistic politeness principle of generosity by not providing a detailed explanation to S8's question. According to P2, P3 prefers not to incur losses, as explaining in more detail would consume considerable time.

Context: The lecturer delivering a lesson in class, students asked her to provide feedback.

P1: "That wraps up the material I presented in today's session. Any questions?"

S9: "Too fast, unclear, not loud enough."

The data indicate that the utterance by S9 violates the principle of wisdom by appearing to belittle or blame P1. S9's impolite remarks are evident in the unpleasant, high-pitched, and seemingly angry tone used. This impression causes S9 to disregard the wisdom maxim by clearly showing disrespect to P1. S9 should have maintained emotional control and used more refined language to convey politeness. Thus, it can be concluded that within classroom interactions or learning processes, violations of linguistic politeness principles occur.

During classroom discussions, there is sometimes a lack of mutual respect between the presenters and responders. Errors in word choice and conversational style are apparent. For instance, the language used may involve sarcasm, mockery, or objections that can offend others. Hence, when engaging in discussion activities in the classroom, violations of linguistic politeness principles also occur. The following discourse illustrates violations of linguistic politeness.

Context: Group assignment before a classroom discussion.

P1: "How about it, has everyone found their group?"

S2: "I haven't found a group yet, Ma'am."

P1: "Come on, who still needs group members?"

S3: "He...he...he..., looks like you didn't get a group."

The data indicate that S3 violates the maxim of praise. This breach occurs as S3 laughs at or mocks S2 for not having found a group. Consequently, it can be concluded that violations of linguistic politeness principles occur during classroom discussion processes.

Likewise, during guidance sessions, violations of linguistic politeness principles are unavoidable. Such violations often occur during guidance processes. The following discourse demonstrates violations of linguistic politeness principles.

Context: Thesis supervision of a student in the professor's office.

P1: "Why is the problem statement like this? Didn't

you understand my explanation yesterday?"

S2: "I understand, Ma'am."

P1: "In that case, revise it again and don't come back if it's not correct."

S2: "Yes, Ma'am."

The data illustrate that P1's utterance violates the maxim of praise, as P1 tends to mock S2, the interlocutor. Thus, it can be concluded that violations of linguistic politeness principles occur during the final project supervision process.

4.3. Consequences of Violations of Linguistic Politeness Principles in Academic Communication

Violations of linguistic politeness principles have a significant impact on communication effectiveness. The consequences of breaching politeness principles include affecting communication harmony, potentially leading to prolonged conflicts, and impacting the success of learning outcomes. Violations of linguistic politeness principles in academic communication can disrupt communication harmony, as expressed by L1 (a female lecturer, 46 years old) as follows:

"Violations of linguistic politeness principles significantly impact communication between professors and students. The consequences of breaching these politeness principles include communication disharmony between professors and students, as professors feel unappreciated and disrespected, ultimately leading to professors' reluctance in serving students."

Similarly, L2 (a female lecturer, 50 years old) expressed the following sentiment:

"If students communicate inadequately with professors, it will inevitably lead to negative consequences, potentially escalating into conflicts, especially if the professors feel offended by the students' remarks. Once this occurs, subsequent communication is often disrupted. As a result, the relationship between students and professors becomes strained, as professors feel unappreciated and undervalued by the students."

From the two opinions above, it is evident that violations of linguistic politeness principles lead to negative impacts, such as communication disharmony.

Another consequence of breaching linguistic politeness

ness principles is the occurrence of conflicts. Violations of linguistic politeness principles trigger prolonged conflicts. L3 (a male lecturer, 56 years old) states:

“Violations of linguistic politeness principles in academic communication have a negative impact on smooth communication flow and can lead to prolonged conflicts. For example, professors may feel uncomfortable in serving students.”

This is supported by L4 (a female lecturer, 59 years old) who stated,

“In the end, I feel disrespected by that student because they did not show respect for elders. As a student, one should show respect and honor, which can be demonstrated by beginning conversations with greetings, apologies, and expressions of gratitude. At the very least, that is what a student should do when communicating with a professor.”

On the other hand, linguistic politeness violations affect the success of achieving educational goals, as expressed by L1:

“Certainly, violations of linguistic politeness in communication have a significant impact. With the erosion of politeness values in communication at large, it will affect the achievement of the main educational goal, which is to shape individuals with noble character. One indicator of noble character is manifested in behavior and language usage, in my opinion.”

The data indicate that violations of linguistic politeness principles have a negative impact on communication. The consequences of breaching linguistic politeness principles include disrupting communication harmony, causing conflicts in communication, and influencing the achievement of primary educational goals.

5. Discussion

5.1. Forms of Violations of Linguistic Politeness Principles in Academic Communication

In academic communication between professors and students, violations of linguistic politeness principles occur. These violations manifest in violations of the principles of wisdom, generosity, praise, humility, agreement, and sympathy. To avoid breaching the principle of wisdom

in communication, speakers must consistently endeavor to avoid causing harm to others, a linguistic practice that aligns with Leech’s model in academic settings. According to Leech^[23], the basic principle of wisdom is to minimize harm to others and maximize benefits. Similarly, Rahardi^[37] argues that adhering to the principle of wisdom in speech helps avoid envy, jealousy, and other behaviors deemed impolite. Regarding violations of the principle of generosity, this principle is essentially similar to the principle of wisdom outlined by Leech^[23], with the difference lying in their orientations. Wisdom is oriented towards others, while generosity is self-oriented.

Violations of the praise maxim occur when the speaker directly or indirectly criticizes the interlocutor’s capabilities in public. Violations of the humility maxim, as per Chaer^[38], happen when there is excessive self-praise during communication, leading the interlocutor to perceive the speaker as arrogant or lacking humility. Chaer^[38] states that someone violates the agreement maxim if they fail to respect the interlocutor’s opinions. The agreement maxim requires speakers and interlocutors to respect each utterance expressed by their interlocutors. Regarding violations of the sympathy maxim, Rahardi^[37] asserts that speakers must offer congratulations when the interlocutor achieves happiness and condolences when the interlocutor faces hardships.

5.2. Mechanisms of Violations of Linguistic Politeness Principles

Violations of linguistic politeness principles can occur during the learning process, classroom discussions, and guidance processes. Violations of politeness principles in language have negative impacts on the learning process, classroom discussions, and guidance sessions. The learning process is disrupted and deviates from the intended plan, discussions become less conducive, and guidance processes are suboptimal. Violations of linguistic politeness principles are evident during learning activities where communication between professors and students takes place. This communication provides opportunities for violations of politeness principles to occur. During learning activities, professors use speech to deliver course materials, advice, and motivation to students. However, violations of linguistic politeness principles tend to occur in speech, whether

by professors or students, leading to less effective learning activities.

This study argues that institutional culture and social hierarchy significantly influence the use of speech acts. Violations of linguistic politeness may occur due to hierarchical relationships, particularly between teachers and students, which shape communicative behavior. For instance, students often emulate their professors' speech patterns, and when these patterns disregard politeness principles, it can negatively impact the classroom atmosphere. Consequently, both professors and students are encouraged to uphold linguistic politeness to foster a conducive and respectful learning environment.

Communication and interaction during classroom discussions also allow violations of linguistic politeness principles to occur. Upon close observation, discussions often involve violations of linguistic politeness principles. In line with this, Sari ^[1] states that violations of linguistic politeness principles are visible during discussions characterized by debates, leading to impolite utterances that can be objectionable or offensive to the interlocutor.

5.3. Consequences of Violations of Linguistic Politeness Principles

Violations of linguistic politeness principles in academic communication disrupt communication harmony, trigger prolonged conflicts, and affect the successful achievement of learning objectives. Breaching these principles leads to sustained conflicts, making interlocutors uncomfortable. Consequently, professors feel uneasy providing service to students as their interlocutors, feeling unappreciated by them. Furthermore, violations of politeness in communication may impede the primary goal of education: shaping individuals with noble character. In academic communication, violations of linguistic politeness principles by both professors and students result in less harmonious communication. Harmonious communication is crucial for effective learning interactions. According to Rakasiwi et al. ^[27], linguistic politeness fosters more effective communication between speakers and others. Alfati ^[28] also asserts that maintaining harmony with conversational partners enhances communication effectiveness. Disharmony in communication disrupts the classroom environment.

Furthermore, learning interactions and guidance pro-

cesses should be conducted in ways that prevent prolonged conflict. One possible intervention is the implementation of politeness training or awareness workshops for both educators and students. As emphasized by Sari ^[1], the use of polite language not only fosters positive relationships but also helps prevent conflict and supports the achievement of educational objectives. When professors consistently employ polite speech, it can enhance students' motivation and create a more comfortable and supportive learning environment.

6. Conclusions

This study reveals significant violations of linguistic politeness principles in academic communication between professors and students, impacting communication harmony and leading to prolonged conflicts. Various forms of politeness violations include violations of wisdom, generosity, praise, humility, agreement, and sympathy. Factors contributing to linguistic impoliteness include direct harsh criticism, the speaker's emotions, protective attitudes towards one's ideas, and intentional cornering of the conversation partner. These violations occur in learning processes, classroom discussions, and final project guidance sessions, negatively affecting the achievement of learning objectives. The research contributes to developing theories of linguistic politeness at the university level, complementing previous studies primarily focused on politeness violations in school learning processes at the elementary and secondary levels.

Practically, the empirical evidence resulting from this study regarding the widespread politeness violations in various academic interactions, particularly within Indonesian higher education (HE) contexts, directly underscores the urgent need for targeted communication training programs aimed at mitigating the identified impoliteness factors and cultivating more respectful interactions to ultimately improve learning outcomes. As with all research studies, the study has some limitations, such as being confined to a specific context of academic communication involving only professors and students at a single location. Further research with larger and more diverse samples involving multiple parties is necessary to obtain comprehensive and in-depth results, crucial for informing policy

decisions.

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The idea and topic of the research, data collection, and analysis: S.M.; The manuscript with scientific/academic writing and final drafting before the manuscript was submitted: M.I.M.; Research methods: M.S..

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Informed Consent Statement

Informed consent was secured from all subjects involved in the study.

Data Availability Statement

The data used in this study are available from the corresponding author upon reasonable request.

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Conflict of Interest

We certify that there is no conflict of interest of this manuscript. There is no financial support from any parties during conducting this study.

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