AN ANALYSIS OF POLITENESS STRATEGIES USED BY TEACHERS IN THE FILM "LASKAR PELANGI"

Roxy E.a br Sitanggang, Maria Olivia Christina Sianipar, Febrika Dwi Lestari
Universitas HKBP Nommensen
roxy.eabrsitanggang@student.uhn.ac.id
maria.sianipar@uhn.ac.id
febrikadwilestari@uhn.ac.id

ABSTRACT

This research employs a descriptive qualitative method. The data consist of utterances produced by Bu Muslimah and Pak Harfan and were analyzed using Miles and Huberman's data analysis model, including data condensation, data display, and conclusion drawing and verification. The findings show that all four politeness strategies occur in the film. A total of 69 utterances were identified, consisting of 43 positive politeness, 13 negative politeness, 8 bald on-record, and 5 off-record strategies. Positive politeness is the most dominant strategy because it allows teachers to express care, appreciation, encouragement, and solidarity while strengthening teacher–student relationships. These strategies also help protect students' feelings, maintain their dignity, increase motivation, and create a supportive classroom environment. The study contributes to pragmatic research by showing that politeness strategies function not only as linguistic choices but also as educational strategies for maintaining harmonious relationships and supporting effective teaching and learning.

Keywords: Pragmatics, Politeness Strategies, Brown and Levinson, Teacher Talk, Laskar Pelangi, Teacher–Student Interaction.

ABSTRAK

Penelitian ini menggunakan metode kualitatif deskriptif. Data penelitian berupa tuturan yang diucapkan oleh Bu Muslimah dan Pak Harfan, yang dianalisis menggunakan model analisis data Miles dan Huberman, meliputi kondensasi data, penyajian data, serta penarikan dan verifikasi kesimpulan. Hasil penelitian menunjukkan bahwa keempat strategi kesantunan muncul dalam film tersebut. Sebanyak 69 tuturan teridentifikasi, yang terdiri atas 43 strategi kesantunan positif, 13 strategi kesantunan negatif, 8 strategi *bald on-record*, dan 5 strategi *off-record*. Kesantunan positif merupakan strategi yang paling dominan karena memungkinkan guru untuk menunjukkan kepedulian, apresiasi, dorongan semangat, dan solidaritas, sekaligus mempererat hubungan antara guru dan siswa. Strategi-strategi ini juga membantu menjaga perasaan siswa, memelihara harga diri mereka, meningkatkan motivasi, serta menciptakan lingkungan kelas yang suportif.

Penelitian ini memberikan kontribusi pada kajian pragmatik dengan menunjukkan bahwa strategi kesantunan tidak hanya berfungsi sebagai pilihan linguistik, tetapi juga sebagai strategi edukatif untuk menjaga hubungan yang harmonis serta mendukung proses belajar-mengajar yang efektif.

Kata kunci: Pragmatik, Strategi Kesantunan, Brown dan Levinson, Tuturan Guru, Laskar Pelangi, Interaksi Guru-Siswa.

INTRODUCTION

Language is an essential means of human communication that enables individuals to express ideas, feelings, thoughts, and information. Its use is closely connected to social and cultural contexts because meaning is not always determined by linguistic forms alone. Therefore, understanding language requires attention to how utterances are used in particular situations and relationships. This perspective is addressed in pragmatics, a branch of linguistics that examines the relationship between language, meaning, and context (Levinson, 1983; Yule, 2010). Pragmatic analysis enables researchers to understand not only what speakers say but also what they intend to communicate and how listeners interpret their utterances within particular social circumstances.

One important area of pragmatic study is politeness. Politeness concerns the ways speakers use language to maintain harmonious social relationships and show consideration for others. Brown and Levinson (1987) explain politeness through the concept of *face*, which consists of positive face and negative face. Positive face refers to an individual's desire to be appreciated, accepted, and valued by others, whereas negative face refers to the desire to maintain freedom from imposition. Utterances that potentially threaten these aspects of face are referred to as *Face-Threatening Acts* (FTAs). To minimize the impact of FTAs, Brown and Levinson identify four politeness strategies: bald on-record, positive politeness, negative politeness, and off-record. These strategies demonstrate that speakers may adjust their language according to the social relationship, communicative purpose, and situation in which interaction occurs.

Politeness is particularly relevant in educational communication because teacher–student interaction involves differences in roles, authority, age, and social status. Teachers do not merely transfer knowledge; they also provide instructions, advice, motivation, appreciation, correction, and emotional support. The way these

communicative functions are expressed can influence the atmosphere of interaction and the relationship between teachers and students. Appropriate politeness strategies may reduce potential threats to students' face, encourage participation, and create a respectful and supportive learning environment. Consequently, examining teachers' language use provides an opportunity to understand how pragmatic strategies operate in educational communication.

The use of politeness strategies in educational interaction can also be represented through films. As a form of audiovisual discourse, film presents conversations within particular social and cultural settings, allowing linguistic phenomena to be examined in relation to their communicative contexts. One Indonesian film that provides a relevant representation of educational interaction is *Laskar Pelangi*, directed by Riri Riza. The film portrays the experiences of teachers and students in Belitung in the context of limited educational facilities and challenging social and economic conditions. The teacher characters, particularly Bu Muslimah and Pak Harfan, are depicted interacting with students through instructions, advice, encouragement, appreciation, and emotional support. These interactions provide relevant data for examining how politeness is realized in teacher–student communication.

Previous studies of politeness have examined its application in various forms of discourse, including everyday communication, classroom interaction, debates, and film dialogue. Meanwhile, studies of *Laskar Pelangi* have commonly focused on educational values, cultural representation, social conditions, character development, and learning motivation. However, there remains a specific research gap concerning the analysis of politeness strategies employed by teacher characters in *Laskar Pelangi*, particularly in relation to teacher–student interaction. This study therefore focuses on the utterances produced by Bu Muslimah and Pak Harfan and analyzes them using Brown and Levinson's (1987) politeness theory. The analysis covers the four politeness strategies and considers how they are realized in educational communication.

The novelty of this study lies in connecting the analysis of politeness strategies with teacher talk and teacher–student interaction in an Indonesian educational film. Rather than merely identifying the types of politeness strategies, this study also

examines their communicative functions, particularly in maintaining harmonious relationships, providing motivation and emotional support, and minimizing potential FTAs. Through this focus, the study seeks to demonstrate how teachers' language choices can represent interpersonal and pedagogical functions within educational communication. Accordingly, this study is entitled “An Analysis of Politeness Strategies Used by Teachers in the Film *Laskar Pelangi*.” The study aims to identify the types of politeness strategies used by the teacher characters and analyze how those strategies are employed to maintain good teacher–student relationships and protect students' feelings.

REVIEW OF LITERATURE

Pragmatics

Pragmatics is a branch of linguistics that examines how meaning is constructed through the relationship between language and context. Unlike semantic analysis, which primarily focuses on conventional or literal meaning, pragmatics considers the speaker’s intention, the hearer’s interpretation, the situation, and the social relationship between participants (Levinson, 1983; Yule, 2010). In communication, an utterance may convey meanings that extend beyond its literal linguistic form. Therefore, pragmatic analysis is particularly relevant for examining how speakers select language according to particular communicative situations and social purposes. In the context of this study, pragmatics provides the foundation for examining teachers’ utterances and understanding how their language choices function within teacher–student interactions in *Laskar Pelangi*.

Politeness Theory

Politeness is an important aspect of pragmatic communication because speakers need to convey their intentions while maintaining appropriate social relationships. Brown and Levinson’s (1987) Politeness Theory is based on the concept of *face*, which refers to an individual’s public self-image that people generally seek to maintain during social interaction. They distinguish *positive face*, which concerns the desire to be accepted, appreciated, and valued, from *negative face*, which concerns the desire to have freedom of action and freedom from imposition. Because certain utterances may threaten these wants, speakers employ politeness strategies to reduce the potential impact of *Face-Threatening Acts* (FTAs).

Brown and Levinson (1987) classify politeness strategies into four major types: bald on-record, positive politeness, negative politeness, and off-record. Bald on-record involves direct and explicit expressions, generally when clarity, urgency, or efficiency is prioritized. Positive politeness emphasizes solidarity, familiarity, appreciation, and shared identity between speakers and hearers. Negative politeness seeks to minimize imposition and respect the hearer's freedom through indirect expressions, apologies, hedging, or other mitigating devices. Off-record strategies communicate an intention indirectly, allowing the hearer to infer the intended meaning. The selection of these strategies is influenced by contextual and social factors, including social distance, relative power, and the degree of imposition associated with an utterance.

Face-Threatening Acts

The concept of Face-Threatening Acts is closely connected to politeness theory. Goffman (1967) conceptualizes *face* as an individual's socially presented self-image, while Brown and Levinson (1987) further develop this concept within their politeness framework. An FTA occurs when an utterance or communicative action potentially threatens the speaker's or hearer's positive or negative face. Criticism, disagreement, commands, accusations, interruptions, and requests, for example, may threaten the hearer's face because they can affect the hearer's self-image or freedom of action. Consequently, speakers may employ politeness strategies to reduce the potential threat and preserve harmonious interaction. In teacher–student communication, FTAs are particularly relevant because teachers frequently perform actions such as giving instructions, correcting mistakes, asking students to complete tasks, or evaluating their performance.

Teacher Talk and Classroom Interaction

Teacher talk refers to the language used by teachers during instructional and classroom-management activities. Richards (1996) explains that teacher language performs several functions, including explaining subject matter, asking questions, giving instructions, managing classroom activities, evaluating students, and establishing interpersonal relationships. Thus, teacher talk is not limited to transferring academic information but also contributes to classroom

management and the development of teacher–student relationships.

Recent perspectives emphasize that effective teacher talk can support classroom participation through clear instructions, questioning, feedback, encouragement, and opportunities for students to express their ideas. Teacher discourse can simultaneously reflect the teacher's authority and create opportunities for student participation (Kelly et al., 2025; Munir, 2025). From this perspective, politeness strategies are relevant to teacher talk because teachers must balance instructional authority with consideration for students' feelings and social needs. Expressions of appreciation, encouragement, inclusive language, indirect requests, and supportive feedback can therefore function as communicative resources for creating a respectful classroom environment.

Politeness in Educational Communication

Educational communication involves more than the transmission of knowledge because teachers and students continuously negotiate interpersonal relationships during the learning process. Polite language can help teachers provide instructions, corrections, advice, and encouragement without unnecessarily threatening students' face. Positive politeness, for example, can express appreciation and solidarity, whereas negative politeness can reduce the imposition associated with requests or instructions. The use of such strategies is influenced by the classroom situation, the teacher's relationship with students, and the communicative purpose of each utterance.

In *Laskar Pelangi*, teacher–student communication occurs within a challenging educational and socioeconomic environment. The teachers' utterances therefore provide an opportunity to examine how language can simultaneously perform instructional and interpersonal functions. Through encouragement, appreciation, advice, and classroom instructions, teacher characters can demonstrate how pragmatic choices contribute to the relationship between teachers and students. This makes the film relevant to the investigation of politeness strategies in educational discourse.

Film as a Source of Pragmatic Data

Film can provide a useful source of data for pragmatic research because dialogue is presented together with social situations, relationships between characters, and visual contexts. Film discourse allows

researchers to examine not only what characters say but also the circumstances surrounding their utterances. Elements such as setting, character relationships, gestures, facial expressions, and conversational responses can assist in interpreting pragmatic meaning. Consequently, film can provide contextualized material for analyzing politeness strategies and other forms of language use.

Laskar Pelangi, directed by Riri Riza and released in 2008, provides a particularly relevant context for this study because education and teacher–student interaction are central to its narrative. The film portrays the experiences of students at Muhammadiyah Elementary School in Belitung and the efforts of teachers such as Bu Muslimah and Pak Harfan to support their students despite limited educational resources. Their interactions contain instructional, motivational, and interpersonal communication that can be examined through a pragmatic perspective.

Laskar Pelangi and Teacher–Student Interaction

The educational context represented in *Laskar Pelangi* makes the film relevant to the study of teacher talk and politeness. The teachers interact with students through various communicative activities, including giving instructions, asking questions, providing encouragement, expressing appreciation, and responding to students' difficulties. These utterances reflect different communicative purposes and may involve different degrees of face threat. For example, direct instructions may represent bald on-record strategies, while expressions emphasizing solidarity and appreciation may represent positive politeness.

Previous studies have also examined *Laskar Pelangi* from educational, cultural, and social perspectives. Research has highlighted the film's representation of the value of education, social inequality, cultural identity, and teacher–student relationships (Wiratama & Pasaribu, 2022; Wajdi et al., 2024). Other research has emphasized the role of teachers' communication in motivating students and establishing positive relationships despite limited educational facilities (Rizka Apriliyani & Fathurohman, n.d.). These studies provide contextual support for examining the film from a pragmatic perspective, particularly through the analysis of teachers' politeness strategies.

Previous Studies on Politeness Strategies

Previous research demonstrates that Brown and Levinson's (1987) framework has been widely applied to different communication contexts. Ayuningrum (2018), in a study of politeness strategies among members of a university debate organization, identified the use of bald on-record, positive politeness, negative politeness, and off-record strategies. The study demonstrates the relevance of politeness theory in analyzing communication in academic interaction, although its focus was limited to debate activities.

Hakim and Novitasari (2022) examined politeness strategies used by the main character in the animated film *Onward*. Their study demonstrates how Brown and Levinson's framework can be applied to film dialogue and how communicative situations influence the selection of politeness strategies. Isabella et al. (2022) similarly examined politeness strategies in *Tinkerbell* and found that positive politeness was frequently associated with friendly and harmonious interaction. However, these studies primarily examined entertainment-oriented or fantasy films rather than educational interactions between teachers and students.

The present study extends previous research by focusing specifically on teachers' utterances in *Laskar Pelangi*. The study does not merely identify the occurrence of the four politeness strategies but also considers their realization and communicative functions in teacher–student interaction. The analysis focuses on how teachers' language can express instructional purposes, encouragement, appreciation, advice, emotional support, and relationship maintenance. In this way, the study connects Brown and Levinson's politeness theory with teacher talk and educational communication in an Indonesian film context.

Conceptual Synthesis

Based on the literature reviewed above, pragmatics provides the general framework for understanding meaning in context, while Brown and Levinson's (1987) Politeness Theory provides the principal analytical framework for identifying and interpreting politeness strategies. The concepts of *face* and FTAs explain why speakers modify their language when communicating with others. Meanwhile, the concept of teacher talk provides an educational context for understanding the communicative functions of teachers' utterances.

Accordingly, this study analyzes the utterances of Bu Muslimah and Pak Harfan in *Laskar Pelangi* by identifying the four politeness strategies proposed by Brown and Levinson: bald on-record, positive politeness, negative politeness, and off-record. The analysis then considers how these strategies operate within teacher–student interactions, particularly in relation to maintaining interpersonal relationships, conveying instructional messages, providing encouragement and support, and minimizing potential threats to students' face. This theoretical integration provides the basis for examining politeness not only as a linguistic phenomenon but also as an important component of educational communication.

RESEARCH METHODOLOGY

This study employed a descriptive qualitative research design using Brown and Levinson's (1987) Politeness Theory as the primary analytical framework. A qualitative approach was selected because the study aims to identify, examine, and describe politeness strategies as they occur within particular communicative contexts. Rather than focusing on isolated sentences, the analysis considers teacher utterances in relation to the social context, the relationship between speakers, communicative purposes, and face considerations. This approach enables the researcher to interpret how teachers use language to convey instructional messages while maintaining interpersonal relationships with students. Creswell (2014) explains that qualitative research is concerned with understanding how individuals or groups interpret social and human experiences. Accordingly, a descriptive qualitative approach is appropriate for examining the meanings, functions, and contextual use of politeness strategies in teacher–student interactions represented in *Laskar Pelangi*.

The data consisted of utterances produced by the teacher characters Bu Muslimah and Pak Harfan in the film *Laskar Pelangi*. The utterances were selected when they contained linguistic expressions that could be analyzed according to Brown and Levinson's (1987) four politeness strategies: bald on-record, positive politeness, negative politeness, and off-record. The two teacher characters were selected because they have central roles as educators and engage extensively in interactions with students throughout the film. The data source was the 2008 film *Laskar Pelangi*, directed by Riri Riza and

based on Andrea Hirata's novel. The film portrays the educational experiences of children from economically disadvantaged families at SD Muhammadiyah in Belitung under the guidance of Bu Muslimah and Pak Harfan. Purposive sampling was applied by deliberately selecting teacher utterances that were relevant to the research questions and contained potential politeness strategies. As stated by Creswell (2014), purposive sampling involves intentionally selecting sources that can provide relevant and rich information for understanding a particular research problem.

The researcher served as the primary research instrument, responsible for observing, identifying, collecting, transcribing, categorizing, and interpreting the data. Supporting instruments included a laptop, the film and its subtitles or script, and observation notes. Data were collected through several systematic procedures. First, the researcher watched the entire film to understand its storyline, characters, and communicative situations. The film was then watched repeatedly to identify relevant teacher utterances and their surrounding contexts. The selected dialogues were transcribed and cross-checked with the corresponding film scenes to ensure accuracy. Subsequently, the relevant utterances were selected and coded based on the speaker, communicative situation, and politeness strategy. The researcher also recorded contextual information, including the setting, relationship between the characters, and purpose of the utterance. This procedure was intended to ensure that the analysis considered not only the linguistic form of an utterance but also its pragmatic and social context.

The collected data were analyzed using the qualitative data analysis model proposed by Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing and verification. In the data condensation stage, the researcher selected and organized teacher utterances relevant to the research objectives and classified them according to Brown and Levinson's politeness strategies. In the data display stage, the categorized data were presented systematically in tables containing the utterance, speaker, context, politeness strategy, and interpretation. This organization facilitated the identification of patterns and relationships among the data. Finally, in the conclusion drawing and verification stage, the researcher interpreted the identified strategies by considering their communicative functions and contextual meanings.

The interpretations were repeatedly checked against the film scenes and the theoretical framework to maintain consistency between the data and the analysis.

DATA ANALYSIS

The data analysis focused on identifying and interpreting the politeness strategies used by the teacher characters, Bu Muslimah and Pak Harfan, in *Laskar Pelangi*. The analysis was conducted using Brown and Levinson's (1987) Politeness Theory, which categorizes politeness strategies into four types: bald on-record, positive politeness, negative politeness, and off-record. The selected utterances were analyzed by considering their linguistic form, communicative context, relationship between the speakers, and intended function. This analysis was conducted to answer the research questions concerning the types of politeness strategies employed by the teachers and how these strategies were used to maintain teacher–student relationships and protect students' feelings.

Based on the analyzed data, 69 teacher utterances containing politeness strategies were identified. All four strategies proposed by Brown and Levinson (1987) appeared in the data. The distribution consisted of 43 instances of positive politeness, 13 instances of negative politeness, 8 instances of bald on-record, and 5 instances of off-record. Positive politeness occurred most frequently and was commonly realized through expressions of concern, encouragement, appreciation, affection, solidarity, and inclusive forms of address. These expressions enabled the teachers to demonstrate attention toward students and create interpersonal closeness. For example, expressions such as *"Tarik nafas kal, tenang ye"* and *"Anak-anakku"* communicate support and solidarity rather than merely conveying instructional information. The frequency distribution is presented below.

The bald on-record strategy was identified in eight utterances. This strategy was generally used when the teachers needed to communicate instructions, commands, or information directly and clearly. Utterances such as *"Kucai, sini kau"* demonstrate direct communication intended to obtain the student's immediate attention. Similarly, instructions related to classroom activities or religious practices were expressed explicitly to minimize ambiguity. Although the utterances were direct, their interpretation should be considered within the classroom

context and the relationship between the teachers and students. In these situations, directness served an instructional purpose and facilitated effective classroom management.

The positive politeness strategy was found in 43 utterances and constituted the largest category in the data. The teachers frequently used this strategy to show concern, appreciation, encouragement, and solidarity with students. Expressions such as *"Tarik nafas kal, tenang ye"* demonstrate an effort to reassure students, while *"Anak-anakku"* establishes an affectionate and inclusive relationship. Other utterances encouraged students to remain persistent and maintain their aspirations, such as *"Yang harus kalian ingat anak-anakku, jangan pernah menyerah, hiduplah untuk memberi sebanyak-banyaknya dan bukan menerima."* These expressions indicate that teacher talk in the film serves not only an instructional function but also an interpersonal function. Through positive politeness, the teachers acknowledge students as valued members of the learning community and provide emotional and motivational support.

The negative politeness strategy appeared in 13 utterances. This strategy was used when teachers made requests, suggestions, or statements that could potentially impose on the hearer. Expressions containing the particle *"ye"*, such as *"Mak Imah nak ngajar dulu ye, Mak"* and *"Mus, kau ajak anak-anak itu belajar di luar ye,"* can be interpreted as attempts to soften the force of the utterance. Rather than presenting the message as an uncompromising command, the teachers used linguistic forms that reduced the degree of imposition. In this context, negative politeness contributed to respectful communication by allowing the hearer some degree of autonomy while still accomplishing the teacher's communicative purpose.

The off-record strategy was identified in five utterances. This strategy involved communicating an intention indirectly so that the hearer could infer the intended meaning from the context. For example, the utterance *"Giliran siape beli kapur, kapur dah habis"* does not explicitly instruct a particular student to buy chalk. Instead, the statement provides information from which the intended action can be inferred. Such indirect communication allows teachers to convey a message without explicitly directing responsibility toward a particular student. Consequently, the strategy can reduce the potential face

threat associated with direct requests or commands.

The analysis also indicates that the use of politeness strategies was closely related to the communicative purposes of teacher talk. Positive politeness primarily functioned to establish solidarity, provide encouragement, demonstrate concern, and strengthen interpersonal relationships. Bald on-record was used to ensure clarity when teachers needed to give direct instructions. Negative politeness helped soften requests and reduce the force of potentially imposing utterances, while off-record allowed teachers to communicate suggestions or intentions indirectly. Thus, the strategies were not used randomly but were adapted to the communicative situation and the relationship between teachers and students.

The findings are broadly consistent with previous studies based on Brown and Levinson's (1987) framework. Ayuningrum (2018), for example, identified all four politeness strategies in university debate interactions and reported positive politeness as the most frequent strategy. Similarly, Isabella et al. (2022) found positive politeness to be prominent in the interactions analyzed in their study. In contrast, Hakim and Novitasari (2022) reported that bald on-record was the most frequently used strategy in their analysis of *Onward*. These differences indicate that the distribution of politeness strategies can vary according to the communicative setting, relationships between participants, characters, and purposes of interaction. In *Laskar Pelangi*, the educational relationship between teachers and students provides a context in which encouragement, concern, solidarity, and emotional support are recurrent aspects of teacher communication.

Overall, the data analysis demonstrates that the teacher characters in *Laskar Pelangi* employed all four politeness strategies identified by Brown and Levinson (1987). The analysis further shows that teacher utterances served both instructional and interpersonal functions. The teachers used language not only to give instructions and communicate information but also to encourage students, demonstrate care, maintain interpersonal closeness, and reduce potential threats to students' face. The findings therefore provide a basis for examining how politeness strategies contribute to the construction of teacher–student relationships and the maintenance of a supportive educational interaction within the film.

Distribution of politeness strategies

Number of teacher utterances identified for each Brown and Levinson politeness strategy in the analyzed data.

strategy	frequency
Positive politeness	43
Negative politeness	13
Bald on-record	8
Off-record	5

CONCLUSIONAND SUGGESTION

Conclusion

This study examined the politeness strategies used by the teacher characters, Bu Muslimah and Pak Harfan, in *Laskar Pelangi* based on Brown and Levinson's (1987) Politeness Theory. The findings indicate that all four politeness strategies—bald on-record, positive politeness, negative politeness, and off-record—were employed in teacher–student interactions. The use of these strategies varied according to the communicative context, the relationship between teachers and students, and the purposes of the utterances.

Among the four strategies, positive politeness was the most frequently identified, particularly through expressions of encouragement, concern, appreciation, affection, and solidarity. Bald on-record was mainly used to deliver clear instructions and commands, while negative politeness was employed to soften requests and minimize imposition. Meanwhile, off-record was used to convey messages indirectly and allow students to infer the teachers' intended meanings. These findings demonstrate that teachers' language served not only instructional purposes but also interpersonal and emotional functions.

The study further shows that politeness strategies contributed to maintaining positive teacher–student relationships and protecting students' feelings. Through appropriate language choices, Bu Muslimah and Pak Harfan were able to provide guidance, encourage students, maintain classroom interaction, and create a supportive learning environment. Thus, politeness in teacher communication functions not merely as a linguistic form of courtesy but also as an important component of effective educational interaction. The application of Brown and Levinson's (1987) framework provides insight into how teachers' linguistic choices reflect efforts to balance instructional authority with interpersonal

relationships and students' emotional needs.

Suggestion

Based on the findings of this study, several suggestions can be proposed for future researchers, teachers, and language learners. First, future researchers are encouraged to examine politeness strategies in broader and more varied contexts, such as authentic classroom interactions, other educational films, or different social environments. Further studies may also combine Brown and Levinson's (1987) Politeness Theory with other pragmatic approaches to obtain a more comprehensive understanding of politeness and language use in social interaction.

Second, teachers are encouraged to use supportive, respectful, and considerate language when interacting with students. Teachers should pay attention to their choice of words, students' emotional conditions, and the social relationships established during the learning process. The interactions of Bu Muslimah and Pak Harfan in *Laskar Pelangi* illustrate that teacher language functions not only to transfer academic information but also to provide encouragement, build trust, and create a supportive learning environment.

Third, language learners are encouraged to develop greater awareness of the relationship between language, social context, and interpersonal relationships. Effective communication involves not only conveying information but also considering the feelings, social status, and needs of the interlocutor. Understanding and applying appropriate politeness strategies can help learners communicate more effectively, respectfully, and appropriately in different social situations.

Finally, further research is recommended to expand the study of politeness in pragmatic and educational contexts. Since the present study focuses specifically on the utterances of Bu Muslimah and Pak Harfan in *Laskar Pelangi*, future researchers may investigate other characters, different communicative situations, or additional linguistic and contextual factors. Such research may contribute to a broader understanding of how politeness strategies function in teacher discourse, instructional communication, and other social interactions.

REFERENCE

Ayuningrum, A. (2018). An analysis of politeness strategies applied by the members of UKM Debat, the University of Bengkulu. *Journal of English Education and Teaching (JEET), 2*(4).

Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge University Press.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE Publications.

Cutting, J. (2002). *Pragmatics and discourse: A resource book for students*. Routledge. **http://site.ebrary.com/lib/keris/Doc?id=10016807&page=1**

Dey, M. D. (2023). Four main characteristics of English pragmatics. *LLT Journal: Journal on Language and Language Teaching, 26*(2), 510–519. **https://doi.org/10.24071/llt.v26i2.6202**

Firharmawan, H. (2025). An analysis of politeness strategies used in *Frozen 2* movie based on Brown and Levinson's theory. *PAPANDA Journal of English Education, 4*(2), 68–77. **https://ejournal.papanda.org/index.php/pjee**

Fuad, N. (2025). The role of English films in language learning: A theoretical perspective on listening comprehension development. *Postmodernism: Indonesian Journal of Multidisciplinary Islamic Studies, 2*(3). **https://lptnunganjuk.com/ojs/index.php/postmodernism**

Goffman, E. (1967). *Interaction ritual: Essays on face-to-face behavior*. Doubleday.

Hakim, M. L., & Novitasari, N. F. (2022). Politeness strategies used by the main character in the film *Onward*. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics, 9*(2), 191–204. **https://doi.org/10.22219/celtic.v9i2.23436**

Isabella, R. A., Munthe, E. J. B., Sigalingging, D. J. N., Purba, R., & Herman, H. (2022). Learning how to be polite through a movie: A case on Brown and Levinson's politeness strategies. *Indonesian EFL Journal, 8*(2), 147–154. **https://doi.org/10.25134/ieflj.v8i2.6438**

Kelly, S., Guner, G., Hunkins, N., & D'Mello, S. K. (2025). High school English teachers reflect on their talk: A study of response to automated feedback with the Teacher Talk

Tool. *International Journal of Artificial Intelligence in Education, 35*(2), 879–913. https://doi.org/10.1007/s40593-024-00417-x

Levinson, S. C. (1983). *Pragmatics*. Cambridge University Press.

Miles, M. B., & Huberman, A. M. (2014). *Qualitative data analysis: A methods sourcebook*. SAGE Publications.

Munir, F. (2025). Functions of teacher authority in classroom interaction: Investigating contexts for language learning. *Cakrawala Pendidikan, 44*(2), 388–401. https://doi.org/10.21831/cp.v44i2.81313

Richards, J. C., & Lockhart, C. (1996). *Reflective teaching in second language classrooms*. Cambridge University Press.

Rizka Apriliyani, N., & Fathurohman, I. (n.d.). Analysis of educational values in the movie *Laskar Pelangi*. In *Prosiding Seminar International: Pembelajaran Bahasa dan Sastra di Era 5.0*.

Salim, F., Dripathi, G., & Mehayov, X. (2025). Politeness strategies in English conversation: A pragmatic perspective. *Journal of Research in English Language Teaching and Linguistics, 1*(1), 1–17. https://doi.org/10.65431/jrell.v1i1.3

Sapir, E. (2014). *Language: An introduction to the study of speech*. CreateSpace Independent Publishing Platform.

Sihotang, D. (2026). *Critical discourse analysis on teacher talks in classroom communication*.

Sinaga, T. M. (2023). *Negative politeness strategies used by main character Ruby in "Coda" movie based on Brown and Levinson's theories*.

Thomas, J. (1995). *Meaning in interaction: An introduction to pragmatics*. Longman