Language Politeness in Written Feedback at Thesis Examination: Manifestation of Education Principles in Language Use

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ABSTRACT

This study aims to see the manifestation of educational principles in the use of language politeness in written feedback at the thesis exam. This study was a qualitative descriptive study of the phenomenon of language use, which was used to examine language politeness and the manifestation of educational principles. The data were in the form of written feedback from thesis exams conducted at eight universities in Indonesia. The subjects studied were 19 lecturers who examined students' theses from eight selected populations. he correlation between language politeness in written feedback and implementation of educational principles. Language politeness is proven to be a manifestation of the principles of education, namely, education is equal, a lifelong learning process, a means to develop academic abilities, and a result of a person's learning experience. Apart from that, this study proves that through language politeness, lecturers can implement educational principles, namely humanism, humanization, humanities, and humanity, as well as learning principles, namely principles of contiguity, repetition, and reinforcement. Language politeness in written academic feedback is found to closely mirror the realization of educational values, thereby lending direct support for students' motivation, autonomy, and emotional well-being. Practically, the results suggest the importance of enhancing feedback literacy among teachers and incorporating politeness strategies into academic ethics education, as well as establishing institutional language policies that promote constructive and polite written feedback. These actions work to ensure that feedback is not only a means of assessing students but also educating, directing, and motivating.

INTRODUCTION

Education is said to be of good quality if its process takes place effectively. To improve the quality of education, one of the problems that needs to be understood is how knowledge and information obtained from the environment is processed in the mind so it can be further developed and help students experience more enjoyable learning and develop the ability to solve problems (Santrock, 2023; Ornstein et al., 2016). Education is a process of personality development with established principles and standards. The goal of education is the desired change in behavior that occurs after students learn (Purwato, 2016). In its application, education is carried out by systematically implementing steps known as educational practices. In Indonesia, educational practice is an effort to produce an academic generation that is in line with the nation's expectations, namely a generation of Pancasila and Constitutional characters. The principle means a moral rule or firm belief that influences action; a law, rule, or theory that is the basis of something; beliefs accepted as reasons for acting or thinking in a certain way; and general or scientific laws that explain how things work or why things happen. Meanwhile, the word education means the process of teaching, training, and learning (especially at school, college, or university) to increase knowledge and develop skills; specific types of teaching or training; institutions or people involved in teaching and training; and subjects related to teaching. So, educational principles can be understood as the basis, principles, or beliefs that are used as a path or guide for carrying out educational activities.

Language is a means of communication between humans in social life in the form of speech or writing. Language is also a tool or means for someone to learn, not only about academic knowledge but also about socializing, understanding etiquette for speaking, and how to respect other people by using polite language. Politeness is not only visible in behavior; politeness must also be adjusted to the use of good language (Kasper, 1990; Held, 2005). The use of language is called polite if the speaker pays attention to the words and language that will be sent to the other person. Politeness is a rule of behavior determined and agreed upon by a particular society, so politeness is also a prerequisite agreed upon by social behavior (Kádár, 2017). The essence of language politeness is individual ethics in socializing in society. Language is a form of culture; therefore, the use of language will represent the application of culture itself (Brown, 2015; Borris and Zecho, 2018). Language politeness is a pragmatic unit of analysis that purposefully studies language from the aspect of its actual use (Usami, 2006; Kádár, 2017; Borris and Zecho, 2018). Language politeness is a pragmatic form of speech. Speech acts can be understood as speaking concepts used by speakers with interlocutors in conversation. There are three types of actions related to speech, namely: locutionary acts, illocutionary acts, and perlocutionary acts. Meanwhile, there are two classifications of speech acts based on modes and sentences, including direct and indirect speech acts as well as literal and non-literal speech acts. Speech acts are divided into direct and indirect speech acts. Language is a rule in communication that regulates speakers; hence, they shall pay attention to the politeness in its use (Kádár, 2017). This statement is in line with the opinion of Leech (2014), who states that politeness is a firm treatment of concepts related to social behavior found in culture or society.

The primary purpose of communication is to convey messages or information from one who owns the information to another person or people who become the target of getting the information (Ruben & Stewart, 2006). In communication, there is a need for participation of at least two people or parties, where one serves as speaker or writer while the other serves as listener or reader. In order to ensure that the message conveyed by the speaker or writer is well received or understood by the listener or reader, there is a need to use language politeness to avoid misunderstandings (Culpeper, 2011).

Politeness or ethics are procedures, customs, or values that apply in society (Omar, Ilyas, & Kassem, 2018). Politeness is a rule of behavior that is determined and mutually agreed upon by a particular society, and it is also a prerequisite agreed upon by social behavior (Santoso & Apriyanto, 2020). Politeness is also known as "good manners," which is shown through acts and speech (Watts, Sachiko, & Konrad, 2005). According to Santoso, Nuraini, and Kasiyarno (2021), there are three divisions of politeness: politeness in dressing, politeness in acting, and politeness in speaking. Meanwhile, Haugh & Watanabe (2017) call the concept of language politeness the concept of face and implicature. This idea supports that every community has a face, and every member of the community realizes that this face is also shared by other members. Language politeness is reflected in communication procedures through verbal signs or speaking procedures. Politeness is no longer something distant to society, including Indonesian society, which is saturated in many cultures and customs (Watts, Sachiko, & Konrad, 2005). Meanwhile, Ryabova (2015) agrees that politeness can be seen in forms of speech acts, attitudes, and others that depict an individual or a person's self-identity. Therefore,

politeness is very important in interpersonal relations among individuals as it maintains the continuation of interaction with one another in a bigger platform.

According to Leech (2014), the principles of language politeness are categorized into six, namely the maxim of wisdom, the maxim of generosity, the maxim of approbation, the maxim of agreement, the maxim of modesty, and the maxim of sympathy. The maxim of wisdom outlines that speech participants shall minimize harm and maximize the benefits to others. The maxim of generosity highlights that speech participants are expected to respect one another. The maxim of agreement explains that a person can be said to be polite if, in communicating, they try to show respect to the other parties. This maxim emphasizes that the speaker and listener or writer and reader will not ridicule, criticize, hate, or demean each other. Those who do these actions to the person they are speaking to or writing to in communication activities can be accused of committing impolite actions. It is because mocking or demeaning is an act of disrespect for other people (Leech, 2014; Santoso, Nuraini, & Kasiyarno, 2021). In communication, the speech participant is expected to have a humble attitude by reducing praise towards oneself, as putting oneself above others is considered an arrogant action. In social life, humility is used as one of the parameters for assessing someone's politeness (Ryabova, 2015). The maxim of agreement is often also called the maxim of compatibility. This maxim emphasizes that speakers and speech partners can mutually develop harmony, agreement, or consensus in speaking activities. The speaker and speech partner can be said to have a polite attitude or good manners if there has been an agreement or compatibility in speaking activities.

Each maxim can be used to determine the politeness of a speech (Watts et al, 2005; Leech, 2014; Haugh & Watanabe, 2017). So, it can be utilized as the basis for measuring language politeness. Accordingly, to measure language politeness, Leech (2014) divides the politeness model into four scales, namely the cost-benefit scale, the optionality scale, the indirect scale, and the authority scale. The cost-benefit scale is a scale that is aimed at the size of the losses and benefits caused by a speech act. The more the speech harms the speaker, the more polite the speech is considered. On the other hand, the more useful the speech is to the speaker, the more impolite the speech is considered to be. The optionality scale is a scale that refers to the number of choices (options) that speakers convey to their speech partners in speaking activities. The more the speaker or speech partner can make many choices freely, the more polite the speech is considered to be. On the other hand, if the speech does not provide any possibility of choice for the speaker and the speech partner, then the speech is considered impolite. The indirect scale is a scale that refers to the direct or indirect meaning of the speech act. The more direct the speech is, the more impolite it will be considered.

Various research and studies related to language politeness have been carried out, especially in relation to its use in learning activities and in literary works (Kasper, 1990; Held, 2005; Usami, 2006; Kádár, 2017; Borris and Zecho, 2018). However, few studies connect language politeness with teachers' responses in an academic setting. Moreover, although a few studies were conducted in academia, studies on analyzing the written forms of language politeness in academic settings are rare and hard to find, especially when discussing higher education learning or considering the pragmatic forms of language use and their correlation with the implementation of principles of education in

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higher education. By considering these facts, this study aims to investigate how language politeness is depicted in written feedback given during thesis examinations and how it correlates to principles of education manifestation in higher education learning.

The main goal of education is the desired change in behavior that occurs after learning activities are carried out. Educational goals can be explained in various ways, starting from national, institutional, curricular, and instructional goals (Purwato, 2016). However, in reality, the acquisition of educational goals has not always been achieved optimally (Purwato, 2016). Therefore, definite actions shall be taken to promote these changes based on what the learner has previously experienced. One of the actions to implement these ideas is feedback, as it allows students to realize mistakes or errors made previously. Feedback can stimulate the generation of optimal learning outcomes. Hence, providing feedback in the teaching and learning process, such as after giving tasks, assignments, or tests, is a necessary act. There are two different forms of feedback, considering how it is given, one is written feedback and the other is direct or spoken feedback (Dalton, 2018; Tree Fox and Clark, 2013).

Written feedback is commonly given after students submit their assignment or homework, while spoken feedback is commonly given during the presentation or interview test (Dalton, 2018). Written feedback consists of written explanations about incorrect or errors in works or assignments, or words of reinforcement given in appropriate discussions (McLeod, 2024). Meanwhile, according to Skinner's behavioral learning principles (Kalantzis & Cope, 2024), the importance of reinforcement in learning activities is clearly seen as it helps learners to develop an understanding of the problems faced or met. From the viewpoint of behaviorism theory, reinforcement is a repetition process formed from repeated activity between stimulus and response (Kalantzis & Cope, 2024). Reinforcement is a consequence that increases the probability that a behavior will occur (Santrock, 2023). Learning stimulation is needed from the teacher in the form of reinforcement so that students' reactions increase when learning increases. According to Rink (1985), there are three functions of feedback: informing, strengthening, and motivating. Learning depends on practice, and feedback is a principle of learning. Good learning is learning that provides feedback about the results of the work that students have done (Eggen & Kauchak, 2012). Therefore, feedback, either written or spoken, is an important component of learning because, with feedback, students can organize information about themselves, such as to understand one weakness, develop understanding to the current level of knowledge, provide motivation to work further, and increase individual learning achievements. This idea is in line with the findings from some previous studies, which highlight the idea that feedback dominantly influences individual achievement to increase considerably (Garry, 2010; Al-Bashir, Kabir, & Rahman, 2016; Kelley et al., 2021; McLeod, 2024).

Education is a real effort that is carried out continuously to obtain optimal results from its activities (Broiakovskyi et al., 2020; Shutov et al., 2022). Optimal results can, of course, be obtained with appropriate educational applications in compliance with educational principles. According to Ornstein, Levine, & Gutek (2011), there are four principles of education, namely: humanism, humanization, the humanities, and humanity. Humanism is an educational philosophy—the initial view that underlies educational activities. Humanism views education as perfecting the human self. Humanization is an

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educational process. The vision of humanism must be achieved through a humane process, namely humanization, which itself contains the meaning of hominization. The humanities are a humanizing teaching tool. Humanities here are meant in two senses: first, a collection of human sciences such as philosophy, history, and linguistics. Second, teaching methods that try to highlight elements of humanization in teaching. Meanwhile, humanity is said to be the ultimate goal of education, which ultimately leads to complete humanity, which must continue to be perfected (Sessanga & Musisi, 2019).

Several characteristics demonstrate humanity, namely cultural sensitivity, which is manifested in respecting pluralism and multiculturalism; historical attentiveness; philosophical innovation, which can be seen in the ability to initiate various breakthroughs and innovations and find new meaning in various dimensions of life; and academic excellence and sensitivity to justice and injustice, namely having academic excellence while having concern for justice and injustice (Ornstein, Livine, & Gutek, 2011). This educational principle is in line with the opinion of Siegel (2023), who says that all human skills and knowledge arise from the experience they gain. This means that in education, an individual is part of a social environment that influences the formation of their behavior. The same thing is also expressed in the theory of behaviorism, which says that all education is the formation of habituation, namely, in accordance with the habits that apply in the child's environment. The experience gained through the educational process is a cause that can have an impact on students. A good process will have a positive impact on the results obtained. Based on this concept, it can be understood that in the implementation of education, the principles of education are contained in the principles of learning.

Each individual has their own views of how to learn, which are reflected in one's experiences and observations of the environment around them (Wells and Feun, 2007; Shutov et al., 2022). According to Gagne et al. (2005), four types of learning principles are common to all types of learning design, namely: a) continuity, b) repetition, c) reinforcement, and d) socio-cultural learning principles. Considering the principle of continuity, the learning material and the expected response shall be presented simultaneously. Principle of repetition: Based on this principle, learning materials and expected outcomes need to be repeated many times to improve learning and knowledge retention. This shows that different situations require different numbers of repetitions to achieve learning completion. Principle of reinforcement: learning a new task is enhanced each time the learner is rewarded for his or her performance. This reinforcement can take the form of rewards or compliments. This reward can create special motivation for students to continue seeking the best achievement (Gagne et al., 2005).

Sociocultural needs are often overlooked and not specifically included in instructional design. However, students' socio-cultural conditions have a significant influence on learning success (Keumala et al., 2019; Packer & Goicoechea, 2000; Swell, 1989). As one of the countries that is rich in cultures and customs, Indonesia cannot be ignorant of the socio-cultural condition of its learners. Thus, in Indonesia, the implementation of the principles of education shall consider this aspect very thoroughly. As stated by the Minister of Education, Culture, Research, and Technology of the Republic of Indonesia in the Decree of the Ministry of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines for Implementing Curriculum in the context of

learning recovery, Indonesian learning basis consists of five notions, namely: 1) learning is designed by taking into account the stages of development and the level of student achievement, according to learning needs, and reflecting the diverse characteristics and development of students; 2) learning is designed and implemented to build individual capacity to become lifelong learners; 3) learning process supports the holistic development of student academic competence and character; 4) relevant learning, namely learning that is designed according to the context, environment and culture of students; and 5) continuous learning that is future-oriented.

This study is necessary to provide feedback on learning activities represents a principle of learning, namely the principle of reinforcement. Meanwhile, the thesis itself is a form of accumulated knowledge of graduate and postgraduate students in managing thoughts based on the information and knowledge they previously obtained. A thesis is a scientific work that is written individually based on the results of empirical research or study. Thus, providing feedback on the thesis exam certainly helps these students manage and organize their thoughts better. Feedback is the provision of information that is programmed, interactive, and uses certain techniques in response to student performance results. The importance of feedback is confirmed by Zubaidah (2015), who states that feedback is related to information about student performance in terms of success and failure, and feedback is information that is received or improves their performance. In addition, in learning, students often need help finding answers to why their work is wrong. By providing feedback on continuous evaluation, it is hoped to stimulate students to be more active in learning, try to correct deficiencies, and then build understanding in the right direction (Zubaidah, 2015). In addition, with feedback, teachers realize their shortcomings. Furthermore, feedback serves as an important component of learning because, with feedback, students can find out the information regarding their own weaknesses, develop existing understanding of their strengths, provide motivation in learning, and increase students' learning achievement (Rink, 1985; Evanick, 2023). Thus, teachers shall provide feedback during the learning activities and learning process conducted (Sessanga & Musisi, 2019).

Although the politeness phenomenon has increasingly attracted attention, there is still no clear understanding of how polite linguistic practice functions in relation to high-stakes academic assessment—such as written feedback in thesis examination— or the ways these practices appear to express and/or serve educational principles. No investigations to date have considered written feedback as a communicative interaction and in terms of its role as an instructional practice that embodies larger pedagogical beliefs. This discrepancy highlights the importance of research that connects the pragmatic aspects of feedback with educational goals, influencing academic transactions in universities. This research focuses on the manifestation of educational principles in the use of language politeness in written feedback at the thesis exam.

RESEARCH METHOD

This study used a mixed-method research design, which incorporated both qualitative and quantitative analyses to provide an in-depth analysis of the lecturers' language politeness in written feedback during thesis examinations. The key source of data was a documentation of students' thesis evaluation sheets, including written comments from

the examiners. The data in the present study were the written comments made by 19 thesis examiners deliberately selected from eight different universities in Indonesia—Universitas Negeri Surabaya (UNESA), Universitas Padjadjaran (UNPAD), Universitas Negeri Yogyakarta (UNY), Universitas Negeri Jember (UNEJ), Universitas Negeri Malang, Universitas Muhammadiyah, Gadjah Mada University, and Lampung University—all of which have a postgraduate program in Indonesian Language as well as Literature Education. Data collection occurred from July 2023 to January 2025.

The mixed method design provided for the parallelism of two layers of analysis. Primarily, the qualitative part of the analysis aimed to demonstrate forms of language use, including diction options and sentence structure, to identify common polite phrases and the application of educational principles in examiners' comments. To undertake this analysis, the four politeness maxims of (tact, sympathy, agreement, and approbation) that were developed by Yusri et. Second, the quantitative dimension consisted of evaluating levels of politeness via a 20–80 point scoring scale developed for this study (Miles, Huberman, & Saldaña, 2020), quality criteria, and derived from rubrics utilized in prior language-use research (Ramani et al., 2018; Mantasiah et al., 2018; Becker, 2016). The item scoring of the educational principles in feedback was derived from Pāvels and Špehte (2021).

The analytical methods included two steps. Descriptive statistics were used in the qualitative analysis on frequency, distribution, and level of politeness markers and educational principles. The qualitative analysis entailed classifying diction, linguistic resources of suggestions and criticisms, and decoding the implications of these linguistic choices for politeness strategy deployment and educational values. The combination of the two analyses enhanced methodological transparency, enhanced reliability, and ensured that the results of the study could be replicated.

Table 1. An item used to measure language politeness

Tact Maxim	Shall not harm those who read (not creating an inconvenient feeling)
Sympathy Maxim	shall not make an antipathy to those who listen/read
Agreement Maxim	shall not create disagreement for those who listen/read
Approbation Maxim	shall not criticize those who listen/read (not creating hard feelings)
Tact Maxim	shall not harm those who read (not creating an inconvenient feeling)

Table 2. Scoring rubric for language politeness indicator.

Item	Score			
	20 (Very Poor)	21 – 40 (Poor)	41 – 60 (Adequate)	61 – 80 (Good)
Dictions	Using many negative expressions to comment/write their	Using some negative expressions to comment/write their	Using a few negative expressions to comment/write their	Avoiding negative expressions to commenting/writing

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Page 751-769
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	suggestions/criti cisms	suggestions/criti cisms	suggestions/criti cisms	suggestions/criti cisms
Sentences or phrases	Short (Many phrases were found compared to sentences)	Short sentences, Rather than commenting, they seem like instructing	Mixed between short sentences and phrases. A few sentences seem like instructions, but a few others sound like suggestions	Mixed between sentences and phrases. These sentences are constructed to sound like a suggestion and not an instruction
Punctuation	Frequently using stop (.); comma (,); exclamation (!); or question mark (?)	There were a few exclamation (!) or question (?) marks, and some stop (.)	There were many stop (.) and comma (,)	Appropriately construct sentences.

Meanwhile, to see the manifestation of principles of education, this study utilized indicators developed from national education standards and the duties and responsibilities of lecturers (educators) in Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (aJDIH) Regulations of the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 (bJDIH), and Decree of the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia Number 262/M/2022 concerning Amendments to the Decree of the Ministry of Education, Culture, Research and Technology Number 56/M/2022 concerning Guidelines Application of Curriculum in the Context of Learning Recovery (cJDIH) as well as Vandeveer (2009) and Knowles, Holton, & Swanson (2005) concepts regarding the principles of education and principles of learning for adult learners (see Table 3). To determine the extent to which these educational principles have been implemented, this study employed a scoring rubric adapted from principles of learning (see Table 4).

Table 3. Manifestation of Education Principles in Higher Education

No	Principles	Criteria
1	Focused on students' level of achievement and learning needs	✓ Supporting students' well-being formation ✓ Respecting/appreciating students' rights to learn ✓ Holistic
2	Oriented to develop a willingness to be lifelong learners.	✓ Instilling a growth-mindset ✓ Implementing self and peer assessment ✓ Instilling a sense of belonging to the learning process
3	Emphasized on students' holistic development	✓ Balancing academic competence and learning character

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Page 751-769
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		✓ Showing logical and level-relevant learning sequences considering the level of difficulty for students
		✓ Setting examples and developing students' creativity
4	Considering the real-life and cultural context of students	✓ Showing a synergistic learning process
		✓ Being sensitive, tolerant, and responsive to the differences of each student
		✓ Implementing non-discriminative learning
5	Oriented towards future potential	✓ Encouraging students to explore issues and future needs
		✓ Building insight into sustainable development
		✓ Utilizing information and communication technology

Table 4. Scoring rubric for education principles.

Principles	Score			
	1 (Very Poor)	2 (Poor)	3 (Adequate)	4 (Good)
1	Not implementing any criteria	Only one criterion was found	Two criteria found	Three criteria found
2	Not implementing any criteria	Only one criterion was found	Two criteria found	Three criteria found
3	Not implementing any criteria	Only one criterion was found	Two criteria found	Three criteria found
4	Not implementing any criteria	Only one criterion was found	Two criteria found	Three criteria found
5	Not implementing any criteria	Only one criterion was found	Two criteria found	Three criteria found

RESULTS AND DISCUSSION

The analysis of the written feedback provided by examiners aimed to identify both the degree of language politeness and the extent to which educational principles were manifested within their comments. By applying the scoring rubrics described in the previous section, each examiner's feedback was evaluated quantitatively to obtain a more systematic representation of politeness and educational orientation in their written expressions. The descriptive statistical analysis was conducted to determine the mean, median, mode, standard deviation, and variance for both variables. These results provide an overview of the general tendency of examiners in using polite language and reflecting educational principles in their written feedback, as summarized in Table 5 below.

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Page 751-769
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Table 5. Descriptive Analysis of Language Politeness and Education Principle in the Feedback

Language Politeness		Education Principle	
Mean	55.73	Mean	2.68
Standard Error	2.18	Standard Error	0.12
Median	52	Median	2,75
Mode	45	Mode	3
Standard Deviation	9.50	Standard Deviation	0.51
Sample Variance	90.31	Sample Variance	0.256

Based on descriptive analysis of the data (see Table 5), the average score for the language politeness assessment was 55.74, with a standard error of 2.18. Meanwhile, in the implementation of educational principles, the average score is 2.67, with a standard error of 0.117. The median score for the use of language politeness is 52, and the implementation of principles of education is 2.75. Meanwhile, the scores that most often appear in the application of language politeness are 45 and 3 in the principles of education. The standard deviation for the application of language politeness is 9.503, and the principle of education is 0.506. Based on this data, it can be seen that the average use of language politeness by the examiners is quite good, namely 55.74, or in the range of 41–60, and the implementation of principles of education is categorized as poor, namely 2.67, or less than 3. Apart from looking at descriptive analysis, this study also employed a correlation test in order to see the correlation between the two elements (use of language politeness and implementation of principles of education) (see Table 6).

Table 6. Result of Correlation test on Language Politeness and Education Principle in Feedback

	LP	**EP**
LP	1	
EP	0.94	1

From the correlation test, it can be seen that there is a correlation between the use of language politeness and the implementation of principles of education, as seen from the correlation value between the two, which is close to 1.00 (0.947), which means that there is a significant correlation between the two elements calculated.

To gain a more detailed understanding of the data distribution, the analysis was extended to examine each subject's individual performance in applying language politeness and implementing educational principles. This stage aimed to reveal variations across examiners and identify specific tendencies in their feedback practices. The scoring was categorized based on previously established rubrics, with classifications ranging from very poor to good for both variables. Table 7 presents the average scores for each examiner, along with their corresponding categories for language politeness and educational principles.

Table 7. Score Average on Language Politeness and Education Principle in the Feedback

Subject	Language Politeness	Category	Education Principles	Category
	Score			
1	45	Adequate	2.00	Poor
2	45	Adequate	2.00	Poor
3	63	Good	3.00	Adequate
4	52	Adequate	2.75	Poor
5	45	Adequate	2.00	Poor
6	63	Good	3.00	Adequate
7	45	Adequate	2.00	Poor
8	60	Adequate	3.50	Adequate
9	63	Good	3.00	Adequate
10	48	Adequate	2.25	Poor
11	45	Adequate	2.00	Poor
12	65	Good	3.00	Adequate
13	52	Adequate	2.75	Poor
14	52	Adequate	2.75	Poor
15	63	Good	3.00	Adequate
16	75	Good	3.75	Adequate
17	60	Adequate	3.00	Adequate
18	65	Good	3.00	Adequate
19	48	Adequate	2.25	Poor

Based on the calculation of the average score for the use of language politeness, there are three aspects of language politeness, namely the use of diction (word choice), sentence construction, and use of punctuation, that were used to analyze the data. This study found that of the 19 subjects studied, 12 subjects showed that the use of language politeness was categorized as adequate, while the remaining 7 appeared to be categorized as good at applying language politeness. Meanwhile, in the implementation of the principles of education, 9 subjects were categorized as good, while the other 10 were categorized as poor. Apart from that, based on the descriptive analysis and correlation test, it can be understood that the two elements (use of language politeness and implementation of educational principles) show a correlation between the two elements (seen from the correlation value, which is close to 1.00), while from descriptive analysis it is known that the standard deviation value on language politeness is 9.503 with a standard error of 2.18, which means the error rate in data collection is quite significant. However, in the application of educational principles, data was obtained that showed a standard deviation value of 0.506 with a standard error of 0.11, which means that the error rate in data collection related to the application of educational principles was quite low. This indicates that the data processing results obtained show a high level of accuracy. Referring to the results of this processing, it can be understood that the application of educational principles in this research shows that the application of educational principles is quite low.

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In the use of language politeness, there are elements that intersect with the implementation of principles of education. This has led to the occurrence of a phenomenon where the application of principles of education can be reflected in the way teachers or lecturers use their written language skills in conveying ideas, opinions, criticism, suggestions, and descriptive assessments of the results of their students' assignments (Ramani et al., 2018). According to Yusri et al. (2019), language politeness in written language can be seen through three indicators, namely the choice of words used (diction), sentence or phrase construction, and use of punctuation. Additionally, Ramani et al. (2018) also stated that the use of language in writing feedback can reflect the educator's attitude in implementing learning principles. This opinion is also supported by Pāvels & Špehte (2021) regarding the implementation of educational principles in providing feedback on learning activities. According to Vandeveer (2009) and Knowles, Holton, & Swanson (2005), there are five principles of education, namely education sustains civilization; education is equal for all; education is not utilitarian, it is emancipatory; education is not natural or easy; and education comes from experiences. Meanwhile, in Indonesia, there are five principles of education explained in state regulations (cJDIH), namely education shall reflect on students' needs, education shall develop students' potential; education shall support students' academic and character development; education shall relate to real-life situations; and education shall orient on the future. Within this larger framework of ethical communication and pedagogical language ethics, which emphasize responsibility, clarity, respect, and empowering learners in academic interactions to understand what it is they do with their linguistic behavior (Canagarajah 2007b; Leki 2010), such a discussion claims even more depth. Through this view, giving polite feedback transforms into an ethic of generosity that nurtures thinking, protects feelings, and respects scholarship.

The results of data analysis and calculation in this study show that the use of language politeness is categorized as adequate, as seen from the average score of 56.58, and the implementation of educational principles is poor, as seen from the average score of 2.74. However, this study also found that seven of the nineteen subjects studied (36.84%) showed good use of language politeness (as seen from the average score > 60). In the implementation of educational principles, it was found that conditions were similar, where 47.37% (nine subjects) showed adequate category in implementing the principles of education (as seen from the average score ≥ 3.00). Furthermore, this result is supported by the analysis of the use of language by the subjects, either in the way they selected the diction or in how they construct the sentence/phrase. For example, the subject 5 wrote his comments as *Triangulasi kurang dieksplisitkan paparannya.* 'Triangulation is not explained explicitly. ' Subject 5 did not use any punctuation when writing suggestions. In terms of meaning, the written comments are sufficient to explain the message that the subject wants to convey to the speech partners; however, if considering the politeness in the language use, this suggestion was written in a seemingly cold and less friendly manner (lack of encouragement to the reader).

On the contrary, Subject 16 wrote his comments on similar problems differently. He used language that is more subtle, positive, and seems to invite readers to reconsider the issues discussed. Apart from that, subject 16 also explains the existing problems and provides detailed discussions/examples related to the problems mentioned, so that it is easier for

readers to respond to these suggestions. His wrote *Latar belakang ditemukan analisis data yang tidak perlu karena di Bab 1 semestinya memuat uraian latar belakang penelitian, rumusan masalah, metode penelitian, tinjauan pustaka dan kerangka teori. Seharusnya, analisis data ditempatkan pada Bab 3 dan seterusnya. Pada pendahuluan, cukup diantarkan beberapa kasus yang berketetapan hukum berdasarkan dakwaannya saja yang akan diteliti unsur penandaannya.* In the background, it is found that data analysis is not necessarily written because Chapter 1 shall only describe the research background, formulation problem, research methods, literature review, and theoretical framework. Meanwhile, data analysis shall be put in Chapter 3 and so on. In the introduction, it is enough to present several cases that show the theoretical framework based on the indictment alone, and the marking elements will be examined.' The explanation and use of language politeness seen in this sentence shows that subject 16 places the speech partner as an individual at an equal level of understanding. Although subject 16 wrote subtly, the use of the word *tidak* 'no' representing a negative expression in this statement made his statement still carry a negative feeling.

However, the use of 'no' in this statement was counterattacked by the use of the word *semestinya* 'shall', which fortunately reduces the sense of negativeness in this statement. From this perspective, it can be understood that subject 16 tries to encourage students who receive advice to subtly correct the mistakes they have made. Additionally, Subject 16 provided further explanation to minimize the negativeness due to the word "no" in the statement. *Seharusnya, analisis data ditempatkan pada Bab 3 dan seterusnya.* 'Meanwhile, data analysis shall be put in Chapter 3 and so on.' This additional sentence creates a different sense in the comment provided by Subject 16. This sentence made sense, becoming more lenient. These results are in line with research on the use of feedback, which states that feedback can support speech partners to develop creativity and support their progress in the future (Ramani et al, 2018). This condition is in accordance with the application of the educational principles contained in the decision of the minister of education, culture, research and higher education, namely education shall develop students' potential; education shall support students' academic and character development; and education shall be oriented on the future and also the principles of education mentioned by Vandeveer (2009) and Knowles, Holton, & Swanson (2005), namely education is not natural or easy and education comes from experiences. By writing suggestions that encourage, educators can apply principles that help students develop based on the mistakes they make without minimizing their position (discouragement). This is also in accordance with the concept of learning principles of Gagne et al. (2005) regarding the principles of proximity, repetition, and reinforcement.

Apart from these two subjects, the use of language politeness and the implementation of principles of education can also be seen from the suggestions written by subject 7 regarding sentence constructions in the document. For example, Subject 7 used the instructional phrase (command) to suggest a certain error in writing: *Hilangkan saja*! 'Just get rid of it!' This suggestion was written in a commanding tone without any additional explanation except by highlighting the suggested part that needs to be removed. Considering this comment as a review for written text, the use of short instructions is acceptable as the meaning of it is clearly seen. Yet, in terms of language politeness (regarding the word choice and sentence construction), the use of these instructions

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Page 751-769
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seems harsh/rude. In addition, by not adding other suggestions to encourage the speech partner, the politeness of the language used becomes less supportive of educational principles, namely principles related to educational equality and education originating from a person's experience (educational principles according to Vandeveer (2009) and Knowles, Holton, & Swanson (2005) and education is a reflection of students' needs and shall be able to support students' academic and character development (principles of education in Indonesia).

Another condition can be seen in subject 9, who wrote suggestions regarding writing errors differently. Subject 9 wrote suggestions in longer sentences and carried a subtle sense by using more positive language and not giving the impression of commanding in the suggestions written, which can be seen as *Mengingat karya ditulis dalam bahasa Indonesia, maka istilah-istilah teknis dalam bahasa Arab perlu dikurangi dan sedapat mungkin digunakan padananannya dalam bahasa Indonesia. Mohon diingat penggunaan padanan dalam b.Ind tersebut tidak perlu selalu didampingi dengan istilah dalam b. Arabnya, biarkan saja seperti aslinya.* Considering that the thesis is written in Indonesian, technical terms in Arabic need to be reduced and use more of their equivalents in Indonesian if possible. However, you need to remember that not all Arabic terms shall be translated into Indonesian; some can remain as the original.' Subject 9 commented on how to write a foreign term in a writing context. Moreover, he provided an explanation on how to write it correctly in different situations, which is absolutely important information for the speech partner (the recipient). This form of writing suggestions reflects the principles of education, stating that education comes from a person's experience. This action is a manifestation of the principles of education according to Vandeveer (2009) and Knowles, Holton, & Swanson (2005). Further, this action is considered a manifestation of the Indonesian principle of education, referring to the education shall reflect the students' needs and shall be able to support students' academic and character development.

The realization of politeness in examiners' written feedback is inseparable from the sociocultural background in which Indonesian academic communication occurs. Over the course of time, Indonesian culture puts such a high priority on tepa selira, mutual respect, social harmony, and non-confrontational expression (Gomez 1992) that it influences teachers' critique-giving practices. These normative practices facilitate the use of lenient commands, as well as oblique instructions and mitigated remarks able to counteract face-threats and preserve interpersonal peace. Meanwhile, the higher education setting in Indonesia is marked with a hierarchical structure where lecturers are powerful and wield authority that may affect students' views on feedback, as well as the linguistic resources available to lecturers when providing feedback on students' work. The interaction between these cultural norms and the hierarchy of institutions ends up yielding a distinctive politeness type feedback that offers to be respectful and nurturing while still being evaluatively loaded. Accordingly, Indonesians' cultural scripts determine the extent to which tone, formality, and ethical orientation can be maintained in written feedback, confirming that politeness in written academic communication is not simply a matter of the speaker's preference but is highly influenced by local cultural scripts.

Apart from that, the result of the correlation test further proves that the use of language politeness and the implementation of principles of education correlate with each other.

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Based on the results of the analysis of the correlation test and descriptive data, it is known that there is a correlation between the use of language politeness and the implementation of educational principles, proven by a correlation value of 0.947 or near 1.00 (see Table 7), indicating the significant correlation of the variable tested. In addition, from the descriptive analysis, results obtained showed that the standard deviation of the data is 9.503 with a standard error of 2.180 in the use of language politeness and a standard deviation of 0.506 with a standard error of 0.117 in the implementation of educational principles. This indicates that the use of these two data sets in the analysis of this study can illustrate the feasibility of the data in the correlation test. Further, this study approved that the manifestation of principles of education in the use of language politeness in written feedback can be seen from the use of word choices that avoid negative expressions and the impression of blame, which fulfills the aspects of principles of education that prioritize logical explanations and encouragement to students. Additionally, sentence construction that is clear and simple but not judgmental encourages students and feel comfortable in accepting the comment and suggestion, which leads to their ease in accepting the idea given to develop their knowledge. These kinds of actions serve as a manifestation of the first, third, fourth, and fifth principles of education according to Vandeveer (2009) and Knowles, Holton, & Swanson (2005), as well as Indonesian principles of education.

CONCLUSION

Accordingly, this study concludes that there is a correlation between the use of language politeness in written feedback of thesis examination and the implementation of principles of education. This correlation can be seen in the use of politeness in writing feedback, which reflects the principles of education and learning carried out by the examiners. The principles of education that can be seen are education as a result of experience; education is a learning process that is based on students' needs; as well as education shall be oriented towards the development of academic competence and character. Based on these results, this study indicated that language politeness in writing feedback can serve as a manifestation of principles of education and principles of learning at the higher education setting.

Grounded on the results of this study, it is expected that these results can serve as a reference for higher education management, especially postgraduate schools, regarding the guidelines for writing written feedback on thesis examination, as well as conducting learning activities. By then, all the examiners or lecturers possibly consider their way of writing feedback which more supportive and encouraging rather than displaying discouragement or negativeness for the students. In addition, the results of this study are expected to be a reference for other researchers who discuss the use of language politeness in the academic realm. Even though the results and implications of this study are adequately significant, the researchers realize several limitations existed in this study that possibly allow changes to the final results, such as the criteria used to determine language politeness (because the standard deviation that appears in this research is still quite large), as well as the range of assessment scores that is quite large. The results indicate that there is a need for higher education institutions, particularly postgraduate schools, to develop and revise formal guidelines for written feedback, which will

contribute towards promoting constructive, empathetic as well and pedagogically congruent communication. Such policies may ensure that examiners provide feedback that is encouraging rather than discouraging to students, but in keeping with educational principles.

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