DOI: https://doi.org/10.33487/edumaspul.v9i1

EDUMASPUL JURNAL PENDIDIKAN

Vol 10 No. 01 (2026) page 167-172

p-ISSN 2548-8201 | e-ISSN 236-0469
https://ummaspul.e-journal.id/maspuljr/

The Role of Bugis Tabe' Culture in Enhancing Politeness Strategies in English Classrooms at SD IT Al-Iman Uluale, Sidrap

Selviana Putri[1],Sam Hermansyah[2], Sitti Aisa[3]

[123]Universitas Muhammadiyah Sidenreng Rappang
Email : selvianaputri0410@gmail.com , sam.hermansyah82@gmail.com, ichaaisyahvandy@gmail.com ,

Receive: 12/02/2026	*Accepted: 02/02/2026*	*Published: 01/03/2026*

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi peran budaya tabe' dalam masyarakat Bugis dalam meningkatkan strategi kesantunan siswa dalam interaksi pembelajaran Bahasa Inggris di SDIT Al-Iman Uluale, Kabupaten Sidenreng Rappang. Penelitian ini juga menganalisis bagaimana nilai budaya lokal tersebut memengaruhi komunikasi verbal dan nonverbal siswa selama proses pembelajaran berlangsung.Penelitian ini menggunakan pendekatan kualitatif deskriptif. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, dan dokumentasi. Informan penelitian terdiri dari satu guru Bahasa Inggris dan siswa kelas VI di SDIT Al-Iman Uluale. Data dianalisis menggunakan model analisis interaktif yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan untuk mengidentifikasi pola kesantunan yang muncul dalam interaksi kelas.Hasil penelitian menunjukkan bahwa budaya tabe' memiliki peran penting dalam membentuk strategi kesantunan siswa dalam interaksi pembelajaran Bahasa Inggris. Nilai kesantunan tersebut tercermin melalui penggunaan ungkapan sopan, bentuk tuturan tidak langsung, serta perilaku nonverbal seperti sikap tubuh yang menghormati, penggunaan intonasi yang lembut, dan pengaturan giliran berbicara. Selain itu, siswa juga menunjukkan praktik kesantunan multibahasa dengan mengombinasikan bahasa Bugis, Bahasa Indonesia, dan Bahasa Inggris dalam komunikasi kelas.Dengan demikian, integrasi nilai budaya tabe' dalam pembelajaran Bahasa Inggris tidak hanya mendukung komunikasi yang lebih sopan dan menghargai, tetapi juga berkontribusi terhadap pembentukan karakter siswa serta terciptanya interaksi kelas yang positif dan kondusif dalam proses pembelajaran.

Kata kunci: budaya tabe' Bugis, strategi kesantunan, interaksi kelas Bahasa Inggris, pembelajaran berbasis budaya.

Abstract

This study aimed to explore the role of Bugis tabe' culture in enhancing students' politeness strategies in English classroom interaction at SDIT Al-Iman Uluale, Sidenreng Rappang Regency. The study also examined how the cultural values embedded in tabe' influenced students' verbal and non-verbal communication during English learning activities.This research employed a descriptive qualitative approach. The data were collected through classroom observations, semi-structured interviews, and documentation. The participants of this research consisted of one English teacher and sixth-grade students at SDIT Al-Iman Uluale. The data were analyzed using an interactive qualitative analysis model, including data reduction, data display, and conclusion drawing to identify patterns of politeness strategies used by students during classroom interaction.The findings revealed that Bugis tabe' culture plays an important role in shaping students' politeness strategies in English classroom interaction. Politeness was reflected through verbal expressions such as polite words, indirect

utterances, and respectful language forms. In addition, non-verbal behaviors such as respectful posture, soft tone of voice, and appropriate turn-taking were also observed during classroom communication. The students also practiced multilingual politeness strategies by combining Bugis, Indonesian, and English expressions to maintain respect and clarity when interacting with the teacher. In conclusion, the integration of Bugis tabe' cultural values in English learning supports the development of polite and respectful communication among students. It also contributes to creating a positive and conducive classroom environment while strengthening students' character and cultural awareness in the learning process.
Keywords: Bugis tabe' culture, politeness strategies, English classroom interaction, qualitative study.

Introduction

Language plays an important role in classroom interaction because it functions not only as a medium for delivering knowledge but also as a tool for building social relationships between teachers and students. In English learning, especially at the elementary school level, students are expected to develop communicative competence, which includes the ability to use language politely and appropriately in different situations. Politeness strategies help students maintain respectful communication, reduce misunderstanding, and create a positive learning atmosphere in the classroom.

In multicultural societies such as Indonesia, classroom interaction is also influenced by local cultural values. One of the cultural values that strongly emphasizes politeness and respect is the Bugis cultural value known as **tabe'**. The expression *tabe'* is commonly used to show respect, ask permission, and soften requests when communicating with others, particularly with elders or authority figures. This cultural practice plays an important role in shaping students' communication behavior and moral awareness.

Integrating local cultural values into English learning can help students understand politeness strategies more naturally because they relate the foreign language with their own cultural background. Therefore, examining the role of **Bugis tabe' culture** in English classroom interaction is important to understand how local cultural values contribute to the development of students' politeness strategies during the learning process.

Method

This study employed a descriptive qualitative research design to explore the role of Bugis *tabe'* culture in shaping students' politeness strategies during English classroom interaction. A qualitative approach was considered appropriate because it allows the researcher to examine social and cultural phenomena in their natural context and to gain deeper insights into participants' behaviors and experiences.

The research was conducted at SDIT Al-Iman Uluale, Sidenreng Rappang Regency. The participants of the study consisted of one English teacher and sixth-grade students who were involved in English learning activities. The participants were selected purposively because they were directly engaged in classroom interaction where politeness strategies and cultural values could be observed.

The data were collected through several techniques, including classroom observation, semi-structured interviews, and documentation. Classroom observation was carried out to identify how students used politeness strategies during interactions with the teacher and their classmates. Semi-structured interviews were conducted with the teacher and several students to obtain deeper information about their

understanding of politeness and the influence of Bugis *tabe'* culture. Documentation such as lesson plans and classroom records was also used to support the data.

The data were analyzed using an interactive qualitative analysis model, which involved three main steps: data reduction, data display, and conclusion drawing. During data reduction, the researcher selected and organized relevant data related to politeness strategies and cultural expressions. The data were then presented systematically to identify patterns of interaction. Finally, conclusions were drawn to explain the role of Bugis *tabe'* culture in influencing students' politeness strategies in English classroom interaction.

RESULT AND DISCUSSION

The results of this study reveal that the implementation of Bugis cultural values, particularly *tabe'*, significantly influenced students' politeness strategies during English classroom interaction. Classroom observations showed that students frequently used respectful expressions when interacting with their teacher. These expressions were not only conveyed through verbal language but also through gestures and respectful attitudes that reflect Bugis cultural norms.

First, students demonstrated politeness through verbal expressions when asking questions or responding to the teacher. Some students began their utterances with polite markers such as "excuse me" or indirect forms of request before speaking. This pattern indicated that students attempted to transfer the cultural value of *tabe'* into English communication, even though English does not have an exact equivalent expression.

Second, indirect communication strategies were commonly observed in the classroom. Instead of expressing requests directly, students tended to soften their speech using polite forms such as "May I ask…?" or "Can I answer, Miss?". This strategy reflects the Bugis cultural norm that prioritizes respect, humility, and politeness when interacting with older people or authority figures.

Third, the findings revealed the presence of non-verbal politeness behavior**.** Students often raised their hands before speaking, lowered their voices when addressing the teacher, and showed respectful body language. These behaviors indicate that politeness in classroom interaction is not limited to linguistic expressions but also includes physical gestures that communicate respect.

Fourth, students were also found to practice multilingual interaction by combining Bugis, Indonesian, and English expressions. In some cases, students used Bugis politeness markers before continuing their statements in Indonesian or English. This multilingual practice helped students maintain politeness while also participating actively in the English learning process.

Fifth, the teacher played an important role in reinforcing polite interaction patterns. The teacher often modeled polite language, encouraged respectful communication, and reminded students to speak politely during discussions. As a result, students gradually adapted to the expected norms of polite communication in the classroom.

Sixth, the classroom atmosphere was observed to be more supportive and respectful due to the presence of politeness strategies influenced by *tabe'* culture. Students showed respect not only to the teacher but also to their peers when responding to questions or participating in group discussions.

Seventh, the integration of cultural values in English learning helped students feel more comfortable expressing themselves. By

connecting English expressions with familiar cultural practices, students were able to understand the concept of politeness more clearly and apply it during communication activities.

Finally, the findings indicate that the presence of Bugis *tabe'* culture contributes positively to the development of students' communication behavior. The cultural value strengthens respectful interaction and supports the creation of a harmonious learning environment in the English classroom.

DISCUSSION

The findings of this study highlight the important role of local cultural values in shaping students' communication behavior in the classroom. The Bugis cultural value of *tabe'* serves as a foundation for students to demonstrate politeness when interacting with their teacher and peers. This supports the view that language learning is not only a linguistic process but also a social and cultural practice.

The presence of verbal politeness expressions observed in the classroom indicates that students attempted to adapt cultural norms into English communication. Even though English and Bugis have different linguistic structures, students were able to transfer the essence of respect embedded in *tabe'* into English politeness strategies such as indirect requests and polite questioning.

Indirect communication patterns found in the results also reflect broader Asian cultural communication styles that emphasize respect and harmony. Students avoided direct commands or statements when addressing the teacher. Instead, they preferred polite requests, which helped maintain positive interpersonal relationships in the classroom.

Non-verbal politeness behaviors observed during classroom interaction also play a crucial role in communication. Respectful posture, raising hands before speaking, and maintaining a calm tone of voice indicate that politeness is expressed not only through words but also through physical actions. These behaviors reinforce the cultural values that students learn from their social environment.

Another important finding is the use of multilingual communication in the classroom. The combination of Bugis, Indonesian, and English expressions suggests that students rely on their linguistic repertoire to maintain politeness while engaging in learning activities. This multilingual practice reflects the dynamic nature of language use in multilingual societies.

The teacher's role was also found to be significant in shaping students' politeness strategies. By modeling polite language and encouraging respectful interaction, the teacher helped students internalize appropriate communication patterns. This confirms that teachers play an essential role in integrating cultural values into classroom practice.

Furthermore, the integration of Bugis cultural values in English learning contributes to the development of students' character and social awareness. Students learn not only how to communicate in a foreign language but also how to maintain respect and ethical behavior when interacting with others.

Overall, the discussion indicates that incorporating local cultural values such as *tabe'* into English language teaching can enhance students' understanding of politeness strategies. It supports the creation of respectful classroom communication while also strengthening students' cultural identity within the process of learning a global language.

Conclusion

This study concludes that the Bugis cultural value of *tabe'* plays a significant role in shaping students' politeness strategies in English classroom interaction. The findings demonstrate that students applied both verbal and non-verbal forms of politeness when communicating with their teacher and peers during the learning process. These strategies were reflected in the use of polite expressions, indirect requests, respectful tone of voice, and appropriate body language, which contributed to maintaining respectful communication in the classroom.

Furthermore, the integration of *tabe'* cultural values helped students understand and practice politeness in English more naturally. Students were able to connect their local cultural practices with English communication patterns, which encouraged them to participate actively while maintaining respectful interaction. The presence of multilingual communication involving Bugis, Indonesian, and English also supported students in expressing politeness and maintaining clarity in classroom communication.

In addition, the teacher played an important role in reinforcing polite communication by modeling respectful language and guiding students to interact appropriately during classroom activities. As a result, the classroom environment became more supportive, respectful, and conducive to learning.

Overall, the integration of local cultural values such as *tabe'* in English language learning can enhance students' politeness strategies, strengthen their cultural awareness, and promote positive interaction in the classroom. Therefore, incorporating local cultural values into English language teaching can be considered an effective approach to support both language development and character education among students.

REFERENCES

Austin, J. L. (1962). How to do things with words. Oxford University Press.

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

Chaer, A., & Agustina, L. (2014). Sosiolinguistik: Perkenalan awal. Rineka Cipta.

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Sage Publications.

Crystal, D. (2008). A dictionary of linguistics and phonetics (6th ed.). Blackwell Publishing.

Dörnyei, Z. (2007). Research methods in applied linguistics. Oxford University Press.

Eelen, G. (2001). A critique of politeness theories. St. Jerome Publishing.

Ellis, R. (2008). The study of second language acquisition (2nd ed.). Oxford University Press.

Holmes, J. (2013). An introduction to sociolinguistics (4th ed.). Routledge.

HERMANSYAH, S. (2023). Investigating Difficulties Faced by Lecturers in Teaching General English. Journal of English Education and Teaching, 7(3), 499–509. https://doi.org/10.33369/jeet.7.3.499-509

Idayanti, I., Kahar, A., Isumarni, I., Hanafi, M., Hermansyah, S., & M, U. (2025). Effectiveness of LMS-based digital learning methods on improving Indonesian language literacy among students of SMP Muhammadiyah Rappang. *Edumaspul: Jurnal Pendidikan*, *9*(2), 1376-1385.

https://doi.org/10.33487/edumaspul.v9i2.9178

Jala, J., Hermansyah, S., Ferdiansyah, H., Khalik, S., & M, U. (2025). Implementation of Literature Learning to Enhance Students' Appreciation at SMP Negeri 4 Panca Rijang. *Edumaspul: Jurnal Pendidikan*, *9*(2), 1439-1446. https://doi.org/10.33487/edumaspul.v9i2.9184

Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. Business Horizons, 53(1), 59–68.

Krashen, S. D. (1985). The Input Hypothesis: Issues and Implications. Longman.

Krashen, S. D. (2004). The Power of Reading: Insights from the Research (2nd ed.). Libraries Unlimited.

Laufer, B., & Hulstijn, J. (2001). Incidental vocabulary acquisition in a second language. Applied Linguistics, 22(1), 1–26.

Maharsi, I. (2011). Komik: Dunia Kreatif Tanpa Batas. Yogyakarta: Kata Buku.

Musfiqon. (2012). Pengembangan Media dan Sumber Pembelajaran. Jakarta: Prestasi Pustaka.

Mayer, R. E. (2009). Multimedia Learning (2nd ed.). New York: Cambridge University Press.

M U, Sari H, Hermansyah S, Maming K, Kahar A, Hasan, Elfahmi FK (2025), "Understanding Indonesian students' reading knowledge in digital literacy within socio-cultural of rural middle schools". *International Journal of Information and Learning Technology*, Vol. 42 No. 5 pp. 432–448, doi: https://doi.org/10.1108/IJILT-12-2023-0239

Sain, Y., & Hermansyah, S. (2025). Exploring the Language Attitudes of the Tolaki Community in Kendari: A Comprehensive Sociolinguistic Analysis. Journal of Languages and Language Teaching, 13(2), 983–993. https://doi.org/10.33394/jollt.v13i2.14415

Sam Hermansyah, Buhari, Ibrahim Manda, Andi Sadapotto, Muhammad Hanafi, Andi Asrifan, … Muliani. (2024). Reflection on Learning in Teacher Professional Education (PPG) Strategies to Enhance the Competence of Novice Teachers at Universitas Muhammadiyah Sidenreng Rappang. INTERACTION: Jurnal Pendidikan Bahasa, 11(2), 727–734. https://doi.org/10.36232/interactionjournal.v11i2.628

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

Wardhaugh, R., & Fuller, J. M. (2015). An introduction to sociolinguistics (7th ed.). Wiley Blackwell.

Yule, G. (1996). Pragmatics. Oxford University Press.

Yule, G. (2010). The study of language (4th ed.). Cambridge University Press.

Rahardi, K. (2005). Pragmatik: Kesantunan imperatif bahasa Indonesia. Erlangga.

Samovar, L. A., Porter, R. E., & McDaniel, E. R. (2013). Communication between cultures (8th ed.). Wadsworth.