Analysis of Communication Patterns and Teachers' Language Politeness in Improving Basic Literacy of Students in Senior High Schools (SMA) in Jambi City

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Abstract. *This study analyses teachers' communication patterns and language politeness in enhancing students' basic literacy at Senior High Schools (SMA) in Jambi City. This research is based on the low level of students' basic literacy, which includes reading, writing, and arithmetic skills, the ineffective communication patterns of teachers that tend to be one-way, and the lack of language politeness in learning interactions. This research employs a descriptive qualitative approach with a survey design, involving 15 senior high school teachers in Jambi City selected through purposive sampling. Data collection techniques include observation, in-depth interviews, and documentation, with data analysis carried out through data condensation, data presentation, and conclusion drawing and verification. The research results show that effective communication patterns, such as two-way communication, clear instructions, and constructive feedback, significantly improve students' basic literacy. These communication patterns enhance students' understanding of the material, self-confidence, and active participation in literacy activities. Additionally, teachers' language politeness, which includes the use of respectful, appreciative, and socially appropriate language, creates a conducive learning environment, increases motivation, and fosters positive emotional bonds between teachers and students. These findings highlight the importance of developing communication skills and language politeness as integral to learning strategies to improve students' basic literacy. This study also recommends further research on the influence of communication technology and the role of the family environment in supporting students' basic literacy.*

Keywords: Communication Patterns, Language Politeness, Basic Literacy, Teachers, Senior High School, Jambi City.

INTRODUCTION

Basic literacy has a very significant impact on the academic development and success of students in the future (Institute for Literacy & Centre for Family Literacy, 2008). One of the problems that arises related to basic literacy is that students have difficulty reading fluently, which can affect reading comprehension. This can be caused by problems such as dyslexia or a lack of reading practice. (Harahap et al., 2022)The government's success in increasing literacy rates has not been comparable to the level of literacy activity that it should be. Literacy ranking research data through the National Literacy Index by the Ministry of Education and Culture which produced the Indonesian Alibaca Index (Reading Literacy Rate) issued in 2019 showed that out of 34 provinces in Indonesia, nine provinces (26%) were in the medium literacy activity category, 24 provinces (71%) were in the low category and one province (3%) was in the very low category which means that not a single province in Indonesia is in the high literacy activity category (Hartati et al., 2020).

This data shows that students in Indonesia are capable of reading but still fall into the category of functional illiteracy, able to read but unable to fully understand and interpret the meaning of texts (Akbar, 2017). This includes challenges in understanding text contextually and answering questions based on reading materials. Furthermore, basic literacy today goes beyond reading and writing to include six essential literacies: reading and writing literacy, numeracy, scientific literacy, digital literacy, financial literacy, and cultural and civic literacy (Muliastrini, 2019).

Previous research has indicated that basic literacy enables students to analyse information and express ideas critically (Astuti & Aminatun, 2020). Students with strong basic literacy skills are better at independent learning and information processing. Among the factors that influence literacy development is the communication pattern used by teachers. According to (Guralnick, 2011) Positive teacher-student interaction is key to successful early literacy intervention. Teachers, as the main language role models, influence students through their language usage. Good communication patterns, especially those rich in vocabulary and structure, support the development of basic literacy (Pianta & Stuhlman, 2019).

However, field findings show that many teachers still apply a one-way communication pattern, where the teacher dominates the learning process while students remain passive. Such environments tend to lack interaction and engagement. Communication in education ideally involves a mix of one-way, two-way, and multi-way interactions, adapted to students' needs(Juniaris & Wijayaningsih, 2022). Furthermore, a teacher's personality, including their attitudes, patience, and openness, affects how they communicate in class (Ningtyas, 2021). Language politeness also plays a critical role in literacy. Brown and Levinson's politeness theory divides language politeness into positive politeness (maintaining harmony and showing interest) and negative politeness (respecting personal space and avoiding imposition) (Levinson, 2013). Teachers who consistently use polite language encourage students to adopt similar communication norms, helping to shape a conducive learning environment and better literacy habits (Setiawan, 2017).

Despite its importance, Indonesia's performance in the PISA 2018 assessment was unsatisfactory. The country ranked 74 out of 79 in reading, science, and math. Regionally, literacy among high school students in Jambi City is also concerning. Data from local school report cards indicate a decline in reading literacy achievement from 75.76% to 72.53% in one year (OECD, 2023). In practice, teacher communication patterns, language politeness, and IT competence play a central role in supporting learning strategies that foster literacy (Peregoy et al., 2011). Nevertheless, observations show that teachers' communication styles in Jambi City are still largely one-directional and lack politeness, which weakens the overall learning environment. Additionally, literacy-supporting policies in Jambi City are not yet optimal.

This study analyses how teacher communication patterns and language politeness improve students' basic literacy skills in Senior High Schools in Jambi City. The goal is to explore how teacher interaction styles and verbal behaviour contribute to student literacy development and what strategies can be recommended for policy and practice. Previous studies have emphasised the importance of teacher-student interaction and communication in fostering literacy. However, few have explicitly focused on the combined influence of communication patterns and language politeness in the context of Indonesian high **schools**, particularly in Jambi City. Moreover, limited attention has been paid to how these elements interact with local policy and literacy achievement data. This study addresses these gaps by focusing on the specific role of teacher communication style in supporting or hindering basic literacy, the influence of language politeness on the learning environment and student literacy skills, and the contextual factors in Jambi City that contribute to the literacy challenges.

To guide the research, the following questions are proposed:

1. What are the prevailing communication patterns used by teachers in Senior High Schools in Jambi City?
2. How does the teacher's language politeness influence students' basic literacy skills?
3. How do communication patterns and language politeness shape a conducive literacy learning environment?
4. What contextual factors in Jambi City support or hinder efforts to improve basic literacy through teacher communication strategies?

Therefore, the Jambi provincial government must be able to overcome the problem of low literacy skills of students and is responsible for working together to improve student literacy. Therefore, the researcher feels that as an academic and an observer of education, he is interested

in researching this problem. As my responsibility for the sake of compiling this dissertation, the researcher is interested in conducting research on the Analysis of Communication Patterns and Teachers' Language Politeness in Improving Basic Literacy of Students in Senior High Schools (SMA) in Jambi City.

METHOD

Research design

This study uses a descriptive qualitative approach focusing on Senior High School (SMA) teachers in the Jambi City Government Environment. Descriptive qualitative research is a method for exploring and understanding the meaning individuals or groups ascribe to a social or human problem, typically involving emerging questions and procedures, data collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data (Creswell, 2017). This approach was chosen because the study aimed to describe in depth the phenomena that occurred, especially related to communication patterns and language politeness used by teachers in supporting student literacy development. Descriptive research allows researchers to explore the experiences, views, and subjective perceptions of the teachers involved and to describe the phenomenon comprehensively and in detail.

Participants

Participants are individuals who provide data or information directly through interviews or observations (Arikunto, 2002)The participants in this study were 15 high school teachers selected through purposive sampling. This method was chosen to ensure that participants had relevant qualifications, experience, and knowledge of the research topic. The selection aimed to gather diverse perspectives on communication patterns and language politeness in enhancing students' basic literacy development. The study explores various practices and insights related to teacher-student interactions by involving teachers from different high schools in Jambi City. Although the sample size is relatively small, the diversity in participants' backgrounds ensures a comprehensive understanding of the topic, contributing valuable insights to improve literacy practices in high schools.

Data Collection

Data collection is the process of systematically gathering information from various sources to obtain a complete and accurate picture of a phenomenon being studied (Plano Clark & Creswell, 2015). This study's data collection involved three main techniques: observation, in-depth interviews, and documentation. These methods were chosen to gather comprehensive and varied data on teacher-student interactions and the role of communication in developing students' basic literacy skills.

1. Observation: This technique was used to observe teacher-student interactions in the classroom, focusing on how communication patterns influence literacy development. The goal was to capture real-time dynamics between teachers and students during lessons, particularly how teachers use communication strategies to engage students in reading, writing, and speaking activities.
2. In-depth Interviews: Semi-structured interviews were conducted with the selected teachers to explore their personal experiences, attitudes, and perceptions regarding the impact of communication and language politeness on literacy development. These interviews provided detailed insights into how teachers perceive their role in fostering literacy and how they implement communication strategies in their teaching.
3. Documentation: Documentation was collected to supplement the data from observations and interviews. This included lesson plans, teaching materials, and any written feedback from

teachers to students. This helped to contextualise the observed communication patterns and provided additional evidence to support the findings.

Together, these data collection techniques allowed for a thorough understanding of the various factors contributing to students' literacy development in the context of teacher communication and language politeness.

Data Analysis

Data analysis is the process of systematically examining, organizing, and interpreting collected data to discover patterns, relationships, or insights that help answer research questions or support conclusions (Creswell, 2017). Data analysis is the process of systematically examining, organizing, and interpreting collected data to discover patterns, relationships, or insights that help answer research questions or support conclusions. The data analysis in this study was carried out using thematic analysis, a qualitative method that focuses on identifying and examining patterns or themes within the data. The analysis process was divided into three phases:

1. Data Condensation: The first step involved reducing the data by organizing and selecting relevant information, making it easier to manage and focus on the key aspects. This stage ensured that only the most important data related to communication patterns and language politeness were retained, streamlining the analysis process.
2. Data Presentation: In this phase, the condensed data were categorized and systematically arranged to facilitate clarity. Themes or patterns were identified and grouped to highlight key findings, such as how different communication strategies were used by teachers and their impact on literacy development.
3. Drawing Conclusions and Verification: In the final stage, conclusions were drawn based on identified patterns. Triangulation was applied to cross-check and validate the findings by comparing observations, interviews, and documentation data. This approach helped ensure the results' accuracy and reliability.

In summary, the thematic analysis approach enabled a comprehensive examination of the data, allowing the study to uncover critical insights into how teacher communication and language politeness influence students' literacy development.

FINDINGS

Communication Patterns Towards Basic Literacy of Students in Senior High Schools

Based on interviews with 14 teachers from SMAN 1 to SMAN 14 in Jambi City, it was found that teacher communication patterns significantly influence the development of students' basic literacy skills. The insights from each school are summarized below:

> The SMAN 1 Kota Jambi teacher emphasized that clear communication helps students better understand reading materials. "I use simple language and always ensure students understand before moving on to the next topic."

> The teacher from SMAN 2 highlighted the importance of two-way communication. "I always provide opportunities for classroom discussions to encourage students to speak and express their opinions."

> The teacher from SMAN 3 stated that friendly communication makes students more willing to ask questions. "My students feel more comfortable asking questions when I maintain an open and non-judgmental attitude."

> The teacher from SMAN 4 stressed the importance of giving clear instructions. "If my instructions are unclear, students often complete tasks incorrectly."

The teacher from SMAN 5 utilized question-and-answer techniques to sharpen reading skills. "I often ask students to repeat explanations so they become accustomed to understanding content."

The teacher from SMAN 6 shared that using communicative language creates an engaging learning atmosphere. "My students are more focused when I use language that relates to their daily lives."

The teacher from SMAN 7 pointed out that positive feedback boosts students' confidence. "Whenever they make mistakes, I offer constructive guidance so they are not discouraged from trying again."

The teacher from SMAN 8 emphasized the value of listening to students. "When students feel heard, they become more enthusiastic about reading and writing."

The teacher from SMAN 9 implemented student presentations to enhance speaking and writing skills. "Presentations train them to organize ideas and express themselves effectively."

The teacher from SMAN 10 stated that digital communication also plays a role. "I often share instructions through WhatsApp groups to ensure students can access the information easily."

The teacher from SMAN 11 mentioned that personal communication fosters student motivation. "When I greet students personally, they become more eager to engage in learning."

The teacher from SMAN 12 noted that encouraging students to ask questions aids conceptual understanding. "I always allocate time for Q&A after each lesson."

The teacher from SMAN 13 reported that group discussions support the development of peer communication. "They learn to read, process information, and discuss it together."

The teacher from SMAN 14 concluded that open and consistent communication is essential. Inconsistent communication confuses students and disrupts their focus on learning.

Interviews with 14 teachers from SMAN 1 to SMAN 14 in Jambi City reveal a strong correlation between teacher communication patterns and the development of students' basic literacy skills. Overall, the teachers concur that effective communication is pivotal in improving students' reading, writing, and numeracy abilities. While a variety of communication approaches are employed by the teachers, all aim to foster a learning environment conducive to literacy development. The teachers underscore the importance of clear, interactive, and supportive communication. Teachers from SMAN 1 and SMAN 4 highlight the significance of using simple language and straightforward instructions for better material comprehension. Meanwhile, teachers from SMAN 2, SMAN 5, SMAN 9, SMAN 12, and SMAN 13 demonstrate that two-way communication through discussions, Q&A sessions, presentations, and group work is highly effective in encouraging active student participation and information processing. Furthermore, positive and constructive feedback, as implemented by the SMAN 7 teacher, along with attentive listening and a non-judgmental attitude from SMAN 3 and SMAN 8 teachers, demonstrably boost students' confidence and motivation to learn and ask questions.

Other aspects of communication are also considered crucial. The SMAN 6 teacher found that communicative language relevant to students' daily lives can capture their attention, while the SMAN 11 teacher showed that personal communication can enhance student motivation. Even digital communication via WhatsApp groups, as mentioned by the SMAN 10 teacher, plays a role in ensuring students can easily access information. Finally, consistency in communication, as

emphasized by the SMAN 14 teacher, is essential for maintaining student focus and understanding. Thus, it can be concluded that a combination of precise language, interactive teaching methods, constructive feedback, and openness are vital elements in teacher communication patterns that significantly contribute to enhancing students' basic literacy skills at the senior high school level. All informants from SMAN 1 to SMAN 14 in Jambi City agree that effective communication patterns, including the use of precise language, interactive teaching methods, constructive feedback, and openness, play a vital role in enhancing students' basic literacy skills, particularly in reading, writing, and numeracy.

Language Politeness Towards Basic Literacy of Students in Senior High Schools

Findings from interviews with 14 teachers across SMAN 1 to SMAN 14 in Jambi City reveal that language politeness in teacher-student communication significantly contributes to developing students' basic literacy skills. Below are the summaries from each school:

The SMAN 1 Kota Jambi teacher emphasized that polite communication makes students feel respected. "When I speak respectfully, students feel valued and more engaged in reading activities."

At SMAN 2, the teacher noted that polite language creates a positive learning environment. "Using courteous expressions reduces tension and encourages students to participate in class discussions."

The teacher from SMAN 3 stated that respectful communication fosters student confidence. "Students are more likely to ask questions when treated politely."

The teacher from SMAN 4 shared that politeness helps reduce misunderstandings. "By using clear and respectful instructions, students better understand what is expected."

At SMAN 5, the teacher stressed the role of politeness in modeling behavior. "We teach students to be respectful not just through rules, but by how we speak to them daily."

The teacher from SMAN 6 explained that polite interactions improve focus. "When the classroom atmosphere is calm and respectful, students can concentrate more effectively on reading and writing."

The teacher from SMAN 7 said politeness promotes mutual respect. "Even when correcting mistakes, I use polite feedback so students don't feel embarrassed."

The teacher from SMAN 8 remarked that courteous dialogue nurtures student motivation. "Politeness creates a sense of belonging and motivates students to participate in literacy tasks."

At SMAN 9, the teacher observed that politeness encourages expressive language use. "Students become more comfortable writing and speaking when we consistently use kind and inclusive language."

The teacher from SMAN 10 stated that politeness supports classroom management. "Respectful communication helps maintain discipline without creating fear."

The teacher from SMAN 11 noted that being polite builds emotional bonds. "Students respond better when they feel emotionally safe, and politeness is part of that safety."

At SMAN 12, the teacher reflected that politeness reduces learning barriers. "Even struggling students are more likely to engage when approached with kindness."

The teacher from SMAN 13 discussed the long-term benefits of politeness. "When we model courteous speech, students carry that behavior into their interactions outside the classroom."

Finally, the teacher from SMAN 14 emphasized consistency. "Maintaining polite communication consistently avoids confusion and helps *build trust in the classroom.*"

Interviews conducted with 14 teachers across SMAN 1 to SMAN 14 in Jambi City consistently reveal that language politeness in teacher-student communication significantly contributes to developing students' basic literacy skills. All teachers agree that fostering a respectful and inclusive classroom environment through polite language is crucial for enhancing student engagement in literacy activities. This approach extends beyond mere etiquette, directly impacting students' emotional connection to learning, reducing communication barriers, and modeling respectful discourse, thereby supporting the sustainable development of reading, writing, and speaking abilities.

The findings highlight several key ways in which polite language positively influences literacy. Teachers from SMAN 1, SMAN 3, SMAN 8, SMAN 11, and SMAN 12 emphasize that polite communication makes students feel respected, valued, and emotionally safe, which in turn boosts their confidence and motivation to participate in learning activities, ask questions, and engage with literacy tasks. This sense of security reduces inhibitions and encourages struggling students to engage more readily. Furthermore, teachers at SMAN 2 and SMAN 6 note that courteous expressions create a positive learning atmosphere, reducing tension and improving student focus and concentration on reading and writing.

Beyond emotional and environmental benefits, politeness also plays a practical role in communication and behavior. The SMAN 4 teacher points out that polite and clear instructions reduce misunderstandings, leading to better comprehension of expectations. Teachers from SMAN 5 and SMAN 13 highlight the importance of teachers modeling respectful behavior through their daily speech, which students then internalize and carry into their interactions. The SMAN 7 teacher also stresses using polite feedback, even when correcting mistakes, to avoid embarrassing students and promote mutual respect. Finally, the SMAN 9 teacher observes that polite and inclusive language encourages students to use more expressive language in their writing and speaking, while the SMAN 10 and SMAN 14 teachers underscore that consistent polite communication supports effective classroom management and builds trust, all of which are foundational for a thriving literacy-rich environment. All 14 teachers agree that language politeness plays a vital role in creating a respectful and inclusive classroom environment and enhancing students' engagement in basic literacy activities. By fostering emotional connection, reducing communication barriers, and modeling respectful discourse, polite communication helps develop students' reading, writing, and speaking abilities in a more effective and sustainable way

DISCUSSION
Communication Patterns Towards Basic Literacy of Students in Senior High Schools

The findings from interviews with 14 teachers from SMAN 1 to SMAN 14 in Jambi City affirm that teacher communication patterns significantly impact students' basic literacy development. This supports the idea that learning is a social and interactive process, as proposed by Vygotsky in the Constructivist Learning Theory. According to this theory, students actively construct knowledge through interaction with their environment and peers, and effective teacher communication serves as a key mediator in this process (Masgumelar & Mustafa, 2021). In this context, communication is not simply a tool for transmitting information but a fundamental part of constructing meaning and fostering understanding.

The teachers' reflections show how various forms of communication clear instructions, two-way dialogue, open feedback, and encouragement, create a supportive learning environment where students are more willing to read, write, ask questions, and express their ideas. These practices align with (Morrow, 2001), who emphasizes that literacy learning involves active engagement and interaction with others, allowing learners to make meaningful sense of texts and language. For instance, the teacher from SMAN 2 described how giving space for dialogue

motivates students to speak and share their perspectives, thus enhancing their verbal and written communication skills. Similarly, the use of personal greetings and individual attention, as seen in SMAN 11, contributes to students' emotional readiness to participate in literacy activities.

These findings also resonate with (Dasor et al., 2021), who argue that the teacher's role is not to directly deposit knowledge but to act as a facilitator who helps learners build their own understanding. Teachers from SMAN 3 and SMAN 7 highlighted how a friendly and open communication style allows students to ask questions and receive constructive feedback without fear of judgment. This fosters a safe space for students to make mistakes, learn from them, and gradually develop their literacy capabilities. The emphasis on student agency and motivation in these responses reflects the principles of discovery learning and meaningful learning, both grounded in constructivist pedagogy.

Additionally, the varied communication strategies reported, such as using relatable language (SMAN 6), integrating digital platforms like WhatsApp (SMAN 10), and encouraging group discussions (SMAN 13), demonstrate that effective communication is adaptive and context-sensitive. These methods reduce barriers to comprehension and engagement, particularly crucial for students whose literacy levels may differ due to personal or contextual factors (Dwi et al., 2023) affirm that teacher communication patterns are essential for building trust and bridging understanding between educators and learners, especially in diverse educational settings.

The ability to convey messages clearly, encourage feedback, and acknowledge student voices enhances academic literacy and supports the development of social and emotional skills. As the teacher from SMAN 14 stated, consistent and open communication prevents confusion and helps students focus during lessons. This illustrates how well-established communication routines contribute to cognitive clarity and academic persistence.

These findings are further supported by additional perspectives that emphasize the role of interpersonal and context-sensitive communication in educational development. Devi (2015) underscores that interpersonal communication, especially when emotionally attuned and continuous, can significantly shape conative attitudes, suggesting that sustained teacher-student interaction fosters internal motivation and learning behavior. Fakhruroji (2008) highlights that communication patterns rooted in leadership and value alignment, particularly within Islamic models, contribute to mutual understanding and respectful dialogue in educational settings. Furthermore, Juniaris and Wijayaningsih (2022) affirm that collaboration between teachers and parents through consistent communication plays a critical role in developing student independence, which is a foundational element in literacy learning.

Similarly, Dhillon and Kaur (2021) found that teachers' awareness and self-assessment of their communication style directly influence their communication effectiveness. This highlights the importance of reflective practice in ensuring that teacher communication is not only clear but also empathetic and responsive. Supporting this, Okwuru et al. (2011) emphasize that effective communication in educational institutions must be professional, adaptive, and oriented toward building understanding and trust qualities essential for nurturing literacy among diverse student populations.

The findings suggest that a teacher's communication pattern is a central component of successful literacy instruction. Rooted in constructivist theory, these patterns support the co-construction of knowledge by facilitating interaction, motivation, and comprehension. As students engage more actively with texts and classroom discourse, their basic literacy skills, reading, writing, speaking, and reasoning, develop in tandem. Therefore, investing in teacher communication training and reflective practices can strategically enhance foundational literacy across educational contexts.

Politeness of Language Towards Basic Literacy of Students in High Schools
Findings from interviews with 14 teachers across SMAN 1 to SMAN 14 in Jambi City indicate that language politeness in teacher–student interactions is crucial in developing students' basic literacy

skills. Teachers reported that polite and respectful communication fosters a positive learning environment, encourages student participation, and enhances emotional safety factors that collectively support the cultivation of reading, writing, and oral communication skills.

These findings are consistent with the view of (Lestari et al., 2023), who assert that teachers' language politeness encompasses respectful speech while adhering to social norms, cultural values, and ethical standards within educational settings. Polite communication enables teachers to convey messages clearly without offending or demeaning others. For instance, the teacher at SMAN 1 mentioned that respectful communication makes students feel valued, thus increasing their interest in reading activities. This suggests that polite language contributes to a psychologically safe and inclusive classroom atmosphere, essential for literacy development.

Moreover, the findings align with (Setiawan, 2017), who emphasizes that politeness in language ensures that communication remains respectful and easily understood. The teacher at SMAN 4 highlighted how respectful and clear instructions minimize misunderstandings, allowing students to comprehend their tasks better. Effective communication rooted in politeness enables students to engage more confidently and productively in literacy-related activities.

From a pragmatic perspective, particularly drawing on Brown and Levinson's politeness theory, such communication strategies are essential for maintaining interlocutors' "face" or dignity. The teacher at SMAN 7 illustrated this by explaining that offering polite feedback even when correcting errors helps preserve students' self-esteem and encourages their active participation in classroom discussions and writing exercises. These respectful interactions help students express their thoughts more freely and develop their literacy skills in a supportive environment.

These findings are supported by Gunawan (2014), who emphasizes that Brown and Levinson's politeness strategies help manage authority and respect in academic settings, fostering student engagement. Setiawan (2017) also highlights that polite language by teachers—through tone and word choice builds student comfort and focus. Similarly, Christian and Phyll. (2022) stress that linguistic politeness supports effective instruction and student responsiveness. Lestari et al. (2023) link polite language to character education, while Mantasiah and Yusri (2017) find it enhances students' academic motivation and literacy participation.

Thus, language politeness practiced by teachers is not merely a matter of etiquette, but an essential component of effective pedagogical practice. It serves to build mutual respect, motivate students, and reduce barriers to communication ultimately supporting the development of students' fundamental literacy abilities. Furthermore, this practice promotes social values and respectful behavior, contributing not only to academic achievement but also to the holistic formation of students' character.

CONCLUSION

This study highlights the significant influence of teacher communication patterns and language politeness on developing students' basic literacy in senior high schools across Jambi City. Based on interviews with 14 teachers from SMAN 1 to SMAN 14, the research found that effective communication marked by clarity, openness, encouragement, and adaptability plays a central role in fostering students' reading, writing, speaking, and reasoning abilities. These findings are grounded in Vygotsky's Constructivist Learning Theory (Jones, 1995) which emphasizes that learning is a social process facilitated through interaction. Communication strategies such as two-way dialogue, personal engagement, digital platforms, and relatable language contribute to a more inclusive and motivating literacy environment.

Equally important is the role of language politeness in shaping a psychologically safe and respectful classroom climate. Teachers' polite and respectful language—aligned with cultural norms and ethical standards promotes emotional security, student confidence, and meaningful participation. Drawing on Brown and Levinson's politeness theory, the study underscores how respectful communication maintains student dignity and supports deeper engagement in literacy tasks. Despite these valuable insights, the study has certain limitations. The research is limited to

one city and a specific group of schools, which may not fully capture the broader educational context in other regions. Additionally, the data was collected solely through teacher interviews, which might introduce subjective bias and lack triangulation from student perspectives or classroom observations. Future research could involve a more diverse sample and include direct observation or student interviews to provide a more holistic understanding of communication dynamics in literacy development.

The findings suggest that enhancing teachers' communication competencies and their awareness of language politeness can effectively improve students' basic literacy. Educational policymakers and school leaders should consider integrating communication training and reflective dialogue practices into professional development programs. Furthermore, fostering respectful classroom discourse supports literacy outcomes and contributes to students' social-emotional development and character formation. Therefore, prioritizing effective and polite communication in teacher-student interactions can lead to more equitable, inclusive, and impactful learning environments.

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