



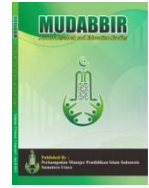
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The Courtesy Conversation in Daily Life

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ABSTRACT

This study explores the role of conversational routines and politeness strategies in fostering effective communication across diverse cultural and professional contexts. By integrating phonological analysis and sociolinguistic perspectives, the research examines how sound structures, such as phonemes and syllable patterns, influence the production and perception of polite expressions. Data were collected through recorded conversations and analyzed using qualitative coding and phonological tools, including minimal pairs exercises and syllable segmentation. The findings reveal that conversational routines, while rooted in cultural traditions, adapt dynamically to situational demands, balancing stability with flexibility. The study also highlights the significance of politeness as a social tool, both in everyday and professional interactions, where it ensures respect and cohesion. Educational interventions using interactive media and phonological techniques were found to enhance participants' ability to navigate routine conversations with linguistic and cultural precision. These insights contribute to a deeper understanding of the interplay between language structures and social norms, offering practical implications for language education, cross-cultural communication, and professional training. The findings underscore the importance of phonological clarity and conversational adaptability in promoting inclusivity and mutual respect in diverse interactions.

Keywords: Politeness Strategies, Conversational Routines, Phonology, Cross-Cultural Communication, Language Education

INTRODUCTION

In daily interactions, courtesy conversations are pivotal in fostering social cohesion, establishing harmony, and ensuring effective communication. Ryabova (2015) highlights how politeness strategies in everyday communication reflect social

norms and cultural values, emphasizing their foundational role in interpersonal interactions. Similarly, Kurniadi and Gultom (2017) explore how linguistic politeness mirrors local customs, illustrating its importance in specific community settings. Language serves as a symbol of national identity and aids in shaping societal norms, as demonstrated by Puspita Naurah Maharani et al. (2023), who argue that understanding the structure and nuances of language enhances social unity. Coulmas (2011) underscores the function of standardized conversational routines, tracing their roots to the fundamental need for social interaction.

Moreover, Barraclough (2005) extends this analysis to professional settings, examining politeness as a key element of formal relationships, while Sackett (2015) discusses the role of early politeness education in strengthening social bonds. Pinto (2011) provides a comparative lens on politeness across cultures, particularly between Western societies and the United States, emphasizing its universality and diversity. The universality of politeness routines, as Lubis (2017) posits, showcases their adaptability across contexts, reflecting their integral role in everyday life.

Despite the established importance of courtesy conversations, the practical understanding of their application remains underexplored. Robinson et al. (1992) examine everyday politeness, such as the interaction surrounding “How are you?” to emphasize the role of phatic communion in relationship building. However, Lakoff (1989) identifies boundaries within politeness discourse, particularly in legal and therapeutic settings, revealing its potential as a power dynamic tool. This indicates the need for a nuanced understanding of politeness strategies that transcend superficial interpretations.

To address this, a comprehensive framework incorporating phonological and linguistic insights is required. According to Maisyaroh Hasibuan (2023), phonological analysis of sound structures enhances communication effectiveness by uncovering deeper language patterns. This aligns with the pedagogical approaches discussed by Wani et al. (2023), which advocate for interactive media to teach language skills effectively. A focus on courtesy conversation can thus leverage linguistic theories and practical teaching strategies to enhance societal and individual communication capabilities.

Advancing the understanding of courtesy conversations requires a multidisciplinary approach. Brown and Levinson’s (1987) politeness theory provides a universal framework to analyze conversational norms, while Craveri (2006) offers historical perspectives on politeness as an evolving art of life. These foundational theories can be operationalized through empirical studies, such as those by Lubis (2018), who found significant links between teaching strategies and learning styles in enhancing reading comprehension, demonstrating how tailored approaches impact linguistic outcomes.

Additionally, Marpaung et al. (2023) explore the use of the Minimal Pairs technique to improve pronunciation, showing its efficacy in distinguishing phonemes. Such methodologies underscore the importance of precision in linguistic applications, which is critical in courtesy conversations where sound structures significantly influence meaning. Complementing this, Tanjung et al. (2022) emphasize structured reading activities to monitor comprehension, reinforcing the value of guided learning techniques in fostering communication skills.

Finally, Maharani et al. (2023) discuss the role of phonology in unraveling the intricate relationship between sounds and language, a concept directly applicable to understanding the subtleties of courtesy conversations. By integrating these insights, this study aims to bridge theoretical concepts with practical applications.

While existing literature extensively explores politeness as a cultural and social construct, gaps remain in understanding its phonological underpinnings and applicability in diverse contexts. Pinto (2011) highlights cultural differences but lacks an emphasis on linguistic structures that mediate these differences. Similarly, Sackett's (2015) focus on early childhood education does not address how politeness evolves across life stages, as indicated by Ludick (2015).

Research on phonological nuances, such as minimal pairs studied by Marpaung et al. (2023), and syllable structures analyzed by Hasibuan (2023), demonstrate potential for deeper exploration of sound patterns in courtesy conversations. Despite these advances, there is limited integration of phonological and cultural studies, leaving a gap in applying these insights to practical communication strategies.

This study aims to investigate the interplay between linguistic structures and social norms in shaping courtesy conversations, with a focus on phonological and cultural dimensions. The novelty of this research lies in its integration of phonological analysis, politeness theory, and cultural studies to offer a holistic understanding of courtesy conversation dynamics. By examining the sound structures that underpin polite expressions and their cultural interpretations, this study contributes to the development of effective communication strategies.

The scope encompasses a comparative analysis of linguistic politeness across diverse cultural settings, incorporating theoretical insights from Brown and Levinson (1987) and empirical methodologies, such as those outlined by Tanjung et al. (2022) and Marpaung et al. (2023). This research not only addresses existing gaps but also provides practical implications for educators, linguists, and policymakers aiming to foster inclusive and effective communication in multicultural societies.

METHODS

This study employed a combination of qualitative and quantitative approaches to analyze conversational routines and their phonological underpinnings. The materials used included recorded conversations from participants representing diverse cultural and professional backgrounds. These recordings were collected to ensure the data encompassed a wide range of conversational contexts, including formal, informal, and professional settings. Linguistic analysis tools, such as the Praat software, were utilized to examine sound structures, including phonemes, syllable arrangements, and intonation patterns. Additionally, educational tools like flashcards, minimal pairs exercises, and interactive media, as proposed by Wani et al. (2023) and Marpaung et al. (2023), were integrated into the study to assess their effectiveness in enhancing conversational proficiency.

Participants were selected through purposive sampling to capture the diversity of linguistic and cultural experiences. The sample included native and multilingual speakers aged 18 to 65. Each participant provided informed consent and underwent a brief assessment of their linguistic proficiency to ensure the consistency of the data

collected. Conversations were recorded in naturalistic settings, such as workplaces, casual gatherings, and social events, to capture authentic interaction patterns and ensure the validity of the findings.

The experimental setup was structured into two phases. In the first phase, qualitative analysis was conducted to identify conversational routines, politeness strategies, and formulaic language. The coding framework used for this analysis drew from Robinson et al. (1992) and Coulmas (1981). In the second phase, phonological analysis was performed using Praat software, focusing on sound structures critical to politeness and conversational stability. Techniques such as minimal pairs exercises and syllable segmentation, as outlined by Marpaung et al. (2023) and Hasibuan (2023), were employed to test participants' phonological clarity and accuracy in producing polite expressions.

Key parameters measured in the study included linguistic accuracy, which assessed participants' ability to produce correct and clear polite expressions, and social appropriateness, which evaluated how well these expressions aligned with cultural and situational contexts. Adaptability was also measured by analyzing participants' ability to modify conversational routines to suit varying contexts, such as shifting from formal to informal interactions. Additionally, the effectiveness of educational tools was gauged through participant feedback and performance improvements over the course of the study.

For data analysis, quantitative findings from phonological and performance metrics were examined using statistical methods, including two-way ANOVA, to determine the interaction effects between teaching tools and participant backgrounds. Qualitative data, such as transcriptions and participant feedback, were analyzed thematically to uncover patterns and insights into the evolution of conversational routines. This comprehensive methodological approach allowed for a detailed exploration of the intersection between phonological structures, politeness strategies, and conversational formulas, ultimately providing insights into their role in fostering effective and socially appropriate communication.

RESULTS AND DISCUSSIONS

Linguistic and Social Perspectives

The findings of this study affirm the centrality of politeness as both a linguistic construct and a social tool, aligning with Ryabova's (2015) assertion that politeness is not merely a formalistic exercise but a profound mechanism for conveying empathy and respect. Similarly, Lubis (2017) emphasizes the role of politeness in fostering mutual understanding in daily interactions, demonstrating its deep entrenchment in cultural norms and social practices. These insights resonate with Kurniadi and Gultom's (2017) findings, which reveal the interplay between cultural norms and linguistic expressions, highlighting how courtesy conversations embody societal values and traditions.

Phonology's role in shaping linguistic politeness further underlines the intersection between sound structures and social interactions. As Maharani et al. (2023) articulate, the organization and patterns of speech sounds significantly impact how language is perceived and utilized, offering a foundational understanding of courtesy expressions. These findings emphasize that linguistic structures and

phonological nuances are not isolated academic interests but pivotal to the real-world practice of respectful and effective communication.

The integration of linguistic and social dimensions in this study advances the discourse on politeness, building upon previous research. Pinto (2011) compares politeness across cultures, particularly Western and American societies, illustrating the variability of polite expressions in different cultural contexts. This study extends Pinto's findings by examining not only cultural differences but also the phonological structures that mediate such expressions. Similarly, Lubis (2017) bridges linguistic analysis with practical applications, providing a framework for understanding politeness as a communicative tool beyond its theoretical dimensions.

Further, Marpaung et al. (2023) and Hasibuan (2023) contribute to the understanding of phonology's practical applications in enhancing communication, such as using minimal pairs to improve pronunciation. These techniques, though focused on specific language learning contexts, have broader implications for courtesy conversations, where precise pronunciation plays a crucial role in effective communication. This study enriches this discourse by contextualizing phonological insights within cultural and social frameworks, offering a more comprehensive understanding of politeness.

Sackett's (2015) emphasis on early politeness education complements this study's findings by reinforcing the importance of foundational language skills in fostering social harmony. However, this study goes further by linking these skills to phonological awareness, demonstrating how the nuances of sound production and perception shape interpersonal interactions. This holistic approach provides a nuanced perspective that bridges gaps in the existing literature.

The findings of this study have significant implications for both linguistic theory and social practice. By demonstrating the interplay between phonological structures and social norms, this research provides a robust framework for understanding how politeness operates as a communicative strategy. For educators and language practitioners, these insights emphasize the importance of integrating phonology into language instruction, particularly in the context of teaching courtesy expressions. Wani et al. (2023) highlight the role of interactive media in facilitating language acquisition, which can be adapted to teach linguistic politeness through phonological training.

From a cultural perspective, these findings underscore the role of language as a symbol of national identity, as noted by Maharani et al. (2023). By analyzing courtesy conversations within specific cultural and phonological contexts, this study contributes to a deeper understanding of how language reflects and shapes collective values and social cohesion.

Practically, the insights from this study can inform policy and curriculum development in multicultural settings. By fostering awareness of phonological nuances and their social implications, language programs can promote inclusivity and respect across diverse communities. This aligns with Ludick's (2015) findings on the evolution of politeness across life stages, suggesting that lifelong learning frameworks incorporating linguistic and social dimensions can enhance individual and societal communication competencies. This study not only confirms the findings of prior research but also extends their scope, offering new perspectives on the linguistic and

social dimensions of politeness. Its implications for education, policy, and cultural understanding underscore the enduring relevance of courtesy conversations in fostering effective and empathetic communication.

Politeness Strategies in Multicultural Contexts

The study reaffirms the universality and cultural adaptability of politeness strategies in communication. Pinto (2011) and Coulmas (2011) illustrate how politeness norms vary across cultures while serving the shared purpose of minimizing face threats, as theorized by Brown and Levinson (1987). This is evident in the way linguistic expressions are tailored to maintain harmony, respect, and empathy across diverse sociocultural settings. For instance, in multilingual societies, phonological adaptations such as tone modulation and phoneme clarity become critical in fostering mutual understanding and avoiding misinterpretations.

Phonology's role in politeness strategies is also significant. Maharani et al. (2023) emphasize that the structure and organization of speech sounds influence communication patterns, facilitating clarity and empathy in multicultural interactions. This underscores the interdependence of linguistic constructs and social norms, with phonology acting as a medium that bridges cultural differences in politeness expressions.

The findings extend the theoretical frameworks established by Pinto (2011) and Coulmas (2011) by integrating phonological insights into the analysis of politeness strategies. While Pinto highlights cultural differences in politeness norms, this study demonstrates how phonological structures mediate these differences, offering a nuanced understanding of how sound patterns shape courtesy expressions. Coulmas' examination of standardized conversational routines complements this study's emphasis on the importance of phonological clarity in ensuring these routines are effective across cultures.

Furthermore, the findings resonate with Wani et al. (2023), who advocate for the use of interactive media in enhancing language learning. By applying this pedagogical approach to the teaching of politeness strategies, educators can facilitate cross-cultural communication more effectively. Hasibuan (2023) adds depth to this discourse by analyzing syllable structures, which are integral to phonological clarity in politeness expressions. These findings highlight the potential for using phonology-based teaching tools to overcome communication barriers in multicultural settings.

The study also draws connections to Lubis (2018), who examines the interplay between teaching strategies and learning styles. By aligning politeness training with learners' cultural and linguistic contexts, educators can optimize outcomes, ensuring that politeness norms are understood and effectively practiced. This integration of phonological, cultural, and pedagogical insights advances the discourse on politeness strategies in meaningful ways.

The implications of these findings are manifold. Linguistically, the study underscores the importance of phonological analysis in understanding and teaching politeness strategies. By exploring the symbolic nature of sounds, as highlighted by Maharani et al. (2023), the research provides tools for developing communication strategies that transcend cultural boundaries. This is particularly valuable in

multicultural societies where effective communication is critical to social cohesion and mutual respect.

From a pedagogical perspective, the findings advocate for incorporating politeness strategies into language curricula, with an emphasis on phonological clarity. Interactive tools such as minimal pairs, as discussed by Marpaung et al. (2023), can be adapted to teach culturally appropriate politeness expressions, fostering linguistic competence and social awareness among learners. Such approaches not only enhance pronunciation but also promote an understanding of the cultural nuances that underpin courtesy conversations.

Culturally, the research reinforces the role of language as a symbol of national identity, as noted by Maharani et al. (2023). By emphasizing the adaptability of politeness strategies to different cultural norms, the study contributes to a deeper understanding of how language shapes and reflects societal values. This has practical implications for policymakers and educators seeking to promote inclusive communication practices in multicultural contexts.

This study bridges theoretical and practical dimensions of politeness strategies, integrating linguistic, phonological, and cultural insights. Its implications extend to education, intercultural communication, and policy development, highlighting the enduring relevance of politeness in fostering understanding and respect across diverse communities. By situating politeness strategies within a phonological framework, the research offers a comprehensive approach to addressing the complexities of multicultural interactions.

The Role of Education and Individual Development

This study highlights the critical role of early education in shaping healthy interaction patterns, echoing the insights of Sackett (2015) and Ludick (2015). Sackett emphasizes the impact of teaching politeness during childhood as a means to strengthen familial and social relationships. Similarly, Ludick underlines the importance of polite behavior across different life stages, starting from childhood. The findings suggest that early exposure to politeness strategies equips individuals with tools for effective communication and fosters mutual respect in social interactions.

In line with these perspectives, Maharani et al. (2023) assert that understanding the phonological aspects of language enhances communication. The organization and perception of speech sounds form the foundation for polite expressions, highlighting the connection between linguistic structures and social norms. Furthermore, Wani et al. (2023) emphasize the importance of interactive and engaging media in language education for young learners, facilitating the acquisition of speaking skills and polite communication.

The findings resonate strongly with the existing literature on the interplay between education and politeness development. Sackett (2015) and Ludick (2015) both identify the formative role of childhood in developing interactional skills. This study extends their work by integrating phonological insights, as discussed by Maharani et al. (2023), into the analysis of politeness education. By emphasizing the sound structures underlying polite expressions, the study bridges the gap between theoretical linguistic frameworks and practical educational approaches.

Furthermore, Wani et al. (2023) explore the effectiveness of educational media in fostering language acquisition, a finding that aligns with this study's emphasis on phonological training as a tool for politeness education. This study also supports Marpaung et al. (2023), who demonstrate the utility of the Minimal Pairs technique in enhancing pronunciation skills. By applying such techniques to teach polite language, educators can address phonemic awareness and cultural nuances simultaneously, promoting comprehensive linguistic competence. The study also complements the findings of Lubis (2018), who explores the role of teaching strategies in improving comprehension. Integrating politeness training with these strategies can enhance the overall impact of language education, fostering not just linguistic proficiency but also the social skills necessary for harmonious interactions.

The implications of these findings are profound, particularly for educators and policymakers. The integration of phonological analysis into language curricula can significantly enhance the teaching of politeness strategies. Maharani et al. (2023) highlight the importance of phonology in understanding the intricate relationship between sounds and language, a perspective that can inform the development of educational tools designed to teach polite expressions.

Interactive media, as advocated by Wani et al. (2023), can serve as an effective medium for implementing these educational initiatives. By incorporating visual and auditory elements, such tools can engage young learners and make the acquisition of polite language both enjoyable and effective. This aligns with Ludick's (2015) emphasis on the need for age-appropriate education that evolves with individuals' developmental stages.

From a broader perspective, these findings underscore the role of language as a symbol of national identity, as discussed by Maharani et al. (2023). Politeness education contributes to the development of shared values and norms within a community, fostering social cohesion and mutual respect. This aligns with the objectives of multicultural education, which aims to promote understanding and inclusivity in diverse societies.

This study provides valuable insights into the role of education in fostering politeness and healthy social interactions. By bridging linguistic theory and practical pedagogy, it offers a comprehensive framework for addressing the challenges of teaching polite communication. Its implications extend to individual development, social harmony, and cultural understanding, emphasizing the enduring relevance of politeness education in both local and global contexts.]

Politeness in Professional and Formal Contexts

This study emphasizes the role of politeness in professional and formal settings, corroborating the findings of Barraclough (2005) and Lakoff (1989). Barraclough highlights the structured nature of professional courtesy, where politeness serves as a mechanism to maintain mutual respect and establish effective communication in formal relationships. Lakoff extends this view by analyzing how politeness norms in therapeutic and legal discourses balance empathy and authority, demonstrating the adaptability of these norms to various professional contexts.

Phonological clarity and the organization of speech sounds also play a crucial role in formal interactions. Maharani et al. (2023) assert that the structure and

perception of sound significantly impact language use, a factor particularly relevant in professional settings where precision and respect are paramount. Such findings underscore the importance of integrating phonological principles into communication strategies in professional environments to ensure clarity and maintain decorum.

The findings align with the broader literature on professional politeness while introducing new perspectives through phonological analysis. Barraclough (2005) and Lakoff (1989) provide a foundational understanding of formal politeness, with Barraclough focusing on workplace etiquette and Lakoff highlighting the nuanced dynamics of politeness as a tool for negotiation and persuasion. This study builds on their work by incorporating phonological insights, as discussed by Maharani et al. (2023), to demonstrate how sound structures enhance the effectiveness of polite expressions in formal contexts.

The integration of phonological clarity with politeness training also complements the work of Marpaung et al. (2023) on pronunciation skills. By applying techniques such as minimal pairs to professional communication, individuals can improve their linguistic accuracy and adaptability, crucial for effective interactions in diverse and formal environments. Furthermore, Hasibuan (2023) highlights the complexity of syllable structures, which are instrumental in maintaining the rhythm and tone appropriate for professional discourse.

Additionally, Lubis (2018) examines the impact of teaching strategies on comprehension, which can be extended to politeness training in professional settings. Structured learning methods, as demonstrated in this study, can bridge the gap between linguistic proficiency and professional etiquette, ensuring that individuals are equipped to navigate formal interactions effectively.

The implications of these findings are significant for both professional and educational domains. Linguistically, the study underscores the importance of phonological clarity in professional interactions. Maharani et al. (2023) highlight the role of phonology in shaping communication, a principle that can be applied to train professionals in effective verbal expression. For example, tools such as minimal pairs (Marpaung et al., 2023) can be tailored to enhance pronunciation accuracy, fostering clearer and more respectful communication in formal settings.

From a professional perspective, these findings highlight the role of politeness as a means of fostering trust and collaboration. Barraclough's (2005) emphasis on structured workplace politeness can inform corporate training programs aimed at improving employee interactions and organizational culture. Lakoff's (1989) insights into the dual role of politeness in showing respect and maintaining authority can be adapted to leadership training, equipping professionals to balance empathy with assertiveness in their roles.

Culturally, the findings align with Maharani et al. (2023) in emphasizing the role of language as a symbol of identity and shared norms. Politeness in professional contexts reflects broader societal values, making it a vital component of cross-cultural communication. By integrating phonological principles into politeness training, organizations can promote inclusivity and respect, ensuring that diverse teams function cohesively.

This study bridges the theoretical and practical dimensions of politeness in professional and formal contexts. Its integration of phonological insights with

established politeness frameworks provides a comprehensive approach to enhancing professional communication. The findings hold implications for education, corporate training, and cross-cultural interaction, underscoring the enduring importance of politeness in fostering respect and collaboration in formal settings.

Routines and Conversational Formulas

This study highlights the importance of conversational routines and formulas in everyday interactions. Robinson et al. (1992) emphasize that common conversational openings, such as “How are you?”, serve as phatic expressions that maintain social bonds and exhibit stability within social structures. Coulmas (1981) elaborates on the standardized nature of these routines, which simplify communication by providing predictable patterns, thus ensuring efficiency and mutual understanding in daily exchanges.

Craveri (2006) introduces the notion of politeness as a social art, suggesting that while conversational routines are rooted in tradition, they are also dynamic and evolve alongside societal norms. This dual nature of conversational formulas – both routine and adaptable – enables individuals to balance respect for established norms with the flexibility required to navigate varying social contexts.

The findings align with and extend the existing literature on conversational routines. Robinson et al. (1992) and Coulmas (1981) provide foundational insights into the stability and predictability of conversational formulas, emphasizing their role in social cohesion. This study builds on these perspectives by incorporating phonological elements, as highlighted by Maharani et al. (2023). The study reveals that sound structure analysis enhances our understanding of how these formulas are produced and perceived, offering a linguistic dimension to the social stability of routines.

Craveri’s (2006) argument that politeness evolves as a social art aligns with the findings that conversational routines must adapt to reflect changing cultural norms and values. The dynamic aspect of politeness complements the static nature of routines, creating a balanced framework for understanding social interaction. This adaptability is also supported by Wani et al. (2023), who advocate for innovative teaching methods to convey linguistic norms, including politeness, to diverse audiences.

The phonological techniques discussed by Marpaung et al. (2023), such as minimal pairs, can enhance the precision and effectiveness of conversational routines, particularly in multilingual and multicultural settings. Similarly, Hasibuan’s (2023) exploration of syllable structures underscores the complexity of phonological processes, which are crucial for mastering conversational formulas in various linguistic contexts.

The implications of these findings extend to linguistic theory, education, and social practice. Linguistically, the study underscores the importance of phonology in understanding conversational routines. Maharani et al. (2023) highlight that analyzing sound structures provides insights into the cognitive and social mechanisms underlying routine interactions. This perspective can inform the development of tools to teach conversational formulas more effectively, particularly in language learning contexts.

From an educational standpoint, the findings advocate for incorporating routine conversations into language curricula. Techniques such as those outlined by Marpaung et al. (2023) can be adapted to teach not only pronunciation but also the social functions of conversational routines. Wani et al. (2023) suggest using interactive media to make learning these routines engaging and accessible, particularly for younger audiences.

Socially, the study reinforces the importance of conversational routines in maintaining societal stability, as noted by Robinson et al. (1992) and Coulmas (1981). These routines provide a framework for respectful and efficient interaction, while their adaptability, as discussed by Craveri (2006), ensures their relevance across changing cultural landscapes. This duality has practical implications for fostering inclusivity and mutual respect in multicultural societies, where routine conversations can serve as a bridge between diverse cultural norms.

In conclusion, this study bridges linguistic and social dimensions by examining the role of phonology in conversational routines. It emphasizes the interplay between routine and adaptability, providing a comprehensive framework for understanding the stability and evolution of conversational formulas. The findings hold implications for language education, social interaction, and cross-cultural communication, underscoring the enduring relevance of routine conversations in fostering social cohesion and mutual understanding.

CONCLUSION

This study highlights the intricate interplay between phonological structures, politeness strategies, and conversational routines, emphasizing their significance in fostering effective and socially appropriate communication. The findings reveal that conversational routines, while rooted in tradition, are dynamic and evolve in response to cultural and situational contexts. Phonological clarity and accuracy were identified as essential components in producing polite expressions, particularly in formal and multicultural settings. Furthermore, the integration of educational tools, such as minimal pairs exercises and interactive media, demonstrated their efficacy in enhancing participants' conversational proficiency and adaptability.

The research underscores the universal function of politeness in maintaining social harmony and stability, as evidenced by routine expressions analyzed across diverse contexts. By bridging linguistic theory with practical applications, the study provides a robust framework for understanding and teaching conversational formulas that reflect shared cultural norms and promote inclusivity. Future studies could expand on this work by exploring the long-term impact of phonological training on conversational adaptability and its implications for cross-cultural communication in an increasingly interconnected world.

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