Between Reprimands and Support: An Exploration of Politeness in Teacher-Student Interaction in the Classroom Environment

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Abstract	Communication issues between educators and students in classroom management pose challenges, especially when balancing motivation and discipline. This study aims to investigate patterns of teacher reprimand and supportive communication in classroom interactions simultaneously and understand how communication dynamics affect student learning. A qualitative design with a descriptive approach involved teachers and students in the research project across three secondary schools in Purbalingga, meeting diverse classroom criteria. Data collection methods included documentation, field notes, direct observation, and interviews organized during the academic year of the three-phase systematic research. Thematic analysis was used to examine the data. Results showed that the proportional ratio between reprimand and support depended on class characteristics. Thus, disciplined classes showed a ratio of 1:2; conducive streams were closer to 1:1.5, and even "less controlled" conducive classes relied on reprimands (1:1.5). Direct reprimands proved more effective in crises, while verbal support increased student motivation, especially for students with low participation. Regression analysis revealed a significant positive correlation of 0.6 between support and student motivation and a weak negative correlation of -0.3 for reprimands. Thus, teacher training based on these abilities is indispensable in educational practice.
Keywords	Classroom Management; Learning Motivation; Pragmatic Politeness; Teacher-Student Interaction; Verbal Reprimands

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1. INTRODUCTION

The interaction between teachers and students in the classroom plays an important role in creating a conducive learning atmosphere. As the main communication medium, language conveys information and becomes a tool for building interpersonal relationships full of cultural and social values (Brown & Levinson, 1988; Brown, 2015; Widodo, 2018). In this context, reprimands and support are the two main elements that reflect the complexity of pragmatic communication, with politeness as the main foundation (Baider, 2020; Gretsch, 2009; Pamungkas et al., 2021). In education in Indonesia, where cultural norms value hierarchy and politeness, this communication pattern has become increasingly relevant because it has a great influence on the dynamics of learning in the classroom (Najeeb et al., 2012; Pamungkas et al., 2021; Susandi et al., 2024). However, in-depth studies on how reprimands and support are realized within pragmatic politeness are still relatively limited, so further exploration is

needed.

Reprimands are often an inevitable part of enforcing discipline, but on the other hand, they also have the potential to threaten students' "negative faces"—their need to feel respected and not humiliated (Brown & Levinson, 1988). Instead, verbal support serves as a restoration strategy that not only increases students' motivation but also strengthens their confidence (Abu-Rumman et al., 2024; Burić & Kim, 2020; Khalaji & Jaafari Golnesaei, 2015; Nordin et al., 2024). The main challenge for teachers is how to balance between giving reprimands and support to maintain authority without damaging emotional relationships with students. Although important, in-depth research related to the realization of reprimands and support within the framework of pragmatic politeness is still relatively limited, especially in the context of Indonesian culture, which is rich in polite values.

For this reason, this study aims to answer this gap by examining the patterns of reprimand and support used by teachers in the classroom and their impact on student motivation and classroom dynamics. Based on Brown and Levinson's theory of politeness, this study requires perception to understand the linguistic mechanism by which teachers simultaneously bring together discipline and empathy. This research was conducted in three secondary schools in Purbalingga Regency, Central Java, with diverse classroom characteristics. In this case, the urgency is not only to discuss the contribution to pragmatic theory and education but also to be useful in classroom management. The findings are expected to be a lesson for teachers in the internal cultural environment in implementing communication related to adaptive teacher politeness. Thus, this research can contribute to a broader role: enabling a more inclusive, harmonious, and effective educational ecosystem and linking linguistic theory and pedagogical practice.

2. METHODS

Research Methodology This study used a qualitative approach with a descriptive design. A descriptive design was used to explore patterns of reprimand and support in teacher-student interactions in the classroom environment. The qualitative approach was chosen because the research objective was to gain in-depth insights into teachers' communication strategies, including context, frequency, and impact. This research process reflects how teachers apply them in real classrooms and how it affects classroom dynamics and student motivation to explore patterns of reprimand and support in teacher-student interaction in the classroom environment (Coe et al., 2021; Creswell, 2014; Mather et al., 2022; Yin, 2015). The study was conducted in three junior high schools in Purbalingga Regency, Central Java. The schools were purposively selected and considered different variations in classroom dynamics: a highly disciplined class on the one hand, a conducive class on the other, and a highly disruptive class on the other. Participants The research subjects comprised 10 teachers with at least five years of teaching experience and 60 students. Students were selected based on their level of participation, confidence, and consistency of effort in classroom activities. Participants were selected using a purposive sampling method, ensuring a diversity of characteristics relevant to the research objectives. The teachers taught various subject areas, thus providing a broader perspective on applying reprimand and support. Data Collection Methods Data collection was conducted through three main methods: observation, in-depth interviews, and document analysis. Observations were conducted during 40 class sessions to record teachers' communication patterns, including direct reprimands, reprimands with mitigation, and various forms of support verbs. Classroom activities were recorded to ensure data accuracy and facilitate multiple analyses. In-depth interviews were conducted with teachers to explore the rationale behind the choice of communication strategies, while interviews with students provided their views on the reprimands and support received. Learning documents, including lesson plans and teachers' daily notes, were analyzed to document how communication strategies were designed and implemented in the learning context. A visualization of the research stages can be seen in Figure 1.
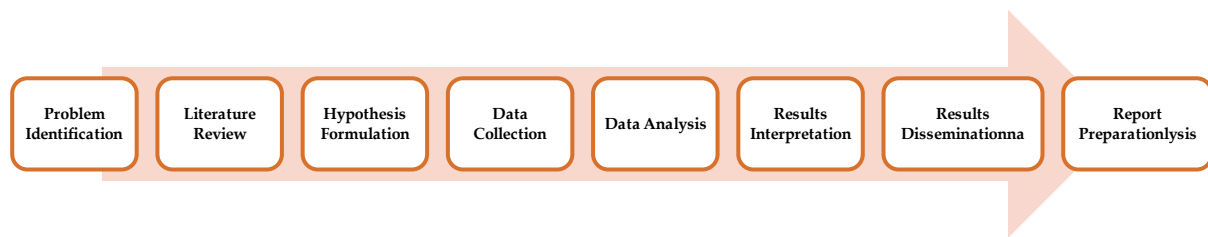
Figure 1. shows the research flow consisting of several main components that describe the stages in the scientific research process:

For data analysis, I used a thematic approach, a series of actions of interpretation, identification, modeling, and determination of data or bunches of signs, which form relevant themes or patterns related to the problem under study. This analysis addresses the following three aspects. First, the types of reprimands given by teachers to students. Second, the pattern of support to back up students' initiatives or responses. Third, the extent to which there is a balance that causes resistance to initiative between reprimands and support in achieving conformity in maintaining a harmonious classroom atmosphere. To maintain validity, method triangulation was conducted: comparing the data I observed with the data from interviews and the results of data analysis.

As human research, this study adhered to the principles of research ethics, especially obtaining informed consent from participants and ensuring the confidentiality of my respondents' data. To achieve the research objectives, data collection strategies, and research locations were determined so that the thesis results could represent relevant discourse in inter-personal and alternative contexts in Indonesia. By applying a systematic qualitative approach, this research discusses politeness-based communication practices on a pragmatic framework on the importance of using pragmatism methods in behavior regulation to help readers implement behavior in non-formal education in Indonesia.

3. FINDINGS AND DISCUSSIONS

Three main types of instruments are used in the research you will conduct. First, a structured observation sheet. This document was created to allow the researcher to capture the frequency, context and pattern of reprimands and supports provided by the teacher. This recording sheet includes specific indicators, such as direct reprimands, mitigating reprimands, direct support, and support with additional reinforcement, which are then organized into a rating scale designed to measure the intensity and effectiveness of the teacher's communication strategy. Secondly, this instrument also included interviews as data records using a semi-structured interview guide. Some questions asked were: What are your reasons for using direct reprimand in this case? How do students respond? Third, documents regarding learning and teaching, namely lesson plans and teachers' daily notes, as well as a document categorization matrix that records the patterns of communication strategies made by teachers both planned and executed in the class that is the object of this study. To this end, this study produced findings that showed certain patterns in the application of pragmatic politeness strategies by teachers in the form of reprimands and support for students. Data analysis revealed three main patterns, which include (1) the types of reprimands applied by teachers, (2) the patterns of support given to students, and (3) the balance between reprimands and support that support the creation of a harmonious classroom environment.

Types of Reprimands in Teacher-Student Interaction

Reprimands in teacher-student interaction are a form of communication intended to enforce discipline and maintain social structure and interpersonal bonds in the classroom. This study categorizes reprimands into two main types: direct reprimands and reprimands with mitigation. Each reprimand type has a pragmatic function in maintaining politeness and interpersonal relationships between teachers and students.

a.   Direct Reprimands

Direct reprimands are a form of explicit, concise, and firm communication used by teachers to control student behavior that is disruptive or not by class rules. This analysis shows that this strategy has strong pragmatic characteristics in the context of classroom management. Through direct reprimands, teachers communicate their authority unambiguously, thus allowing for quick control of the situation. However, from the pragmatic perspective of politeness, direct reprimands also have implications for the threat of *negative faces* of students, namely, their need not to feel forced or humiliated (Brown & Levinson, 1987a; Maciejewski et al., 2019; Najeeb et al., 2012). This study's use of direct reprimands shows a certain pattern, especially when time is critical. For example, a sentence like *"Shut up!"* or *"Stop talking!"* is used to stop disruptive behavior quickly and effectively. While this strategy is often necessary for dynamic classroom management, it risks creating emotional distance between teachers and students if not balanced with other support strategies. Therefore, it is important to understand that the effectiveness of direct reprimands lies in the context of their selective use, where the threat to students' negative faces can be minimized through immediate remedial measures, such as verbal support or positive reinforcement after reprimands.

Socioculturally, in education in Indonesia, direct reprimands are often accepted as part of the norm of respected authority. The hierarchy in the teacher-student relationship allows for the acceptance of direct reprimands without significant resistance. However, the study also highlights that this acceptance depends on the tone of voice, context, and students' perception of the teacher's intentions. When delivered in a neutral or empathetic tone, an immediate rebuke can be received without causing a rift in interpersonal relationships (Edo-Marzá & Fortanet-Gómez, 2024; Von Mossner, 2019; Yang, 2024). For this, an analysis of 30 classroom sessions shows that direct reprimands are often used when the teacher's control over the classroom situation needs to be enforced immediately. However, direct reprimands can potentially threaten *students' negative faces*, namely, students' desire not to be bound or forced. However, in a cultural context in Indonesia that often values hierarchy and authority more, this direct rebuke is still accepted as a legitimate form of control within certain limits. Figure 2 below shows the distribution of the frequency of direct strikes in some situations observed.
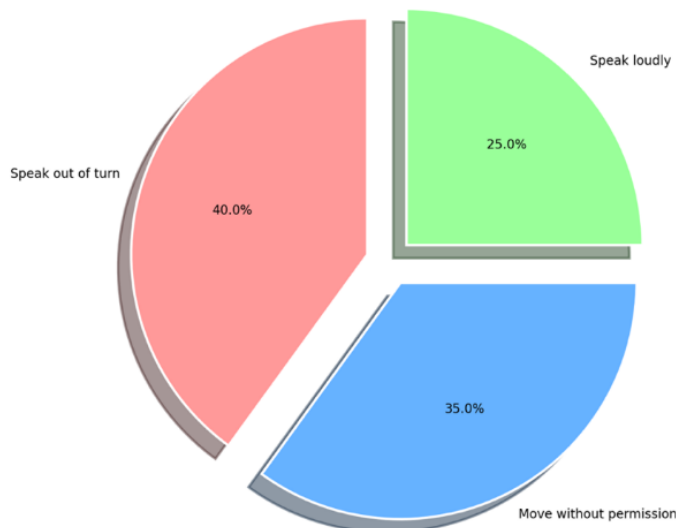

Figure 2. Distribution of frequency of use of direct strikes

This distribution shows that direct reprimands are most often used in verbal situations involving violations of communication rules in the classroom. In this case, direct reprimand is a form of explicit communication that teachers often use to quickly control student behavior, especially in situations that

require immediate corrective action. Based on the diagram, direct reprimands are most commonly used for students who speak outside of turns (40%), move without permission (35%), and speak loudly (25%). This strategy reflects a pattern of *bald-on-record communication*, emphasizing messages' clarity and effectiveness without mitigation. In Indonesian educational culture, direct reprimands are often accepted as a legitimate form of control, as the hierarchy between teachers and students allows for the acceptance of authority with minimal resistance. However, this approach can risk threatening *the negative face* of students, who need respect for their autonomy.

Pragmatically and pedagogically, teachers need to combine direct reprimands with supportive strategies, such as providing motivation or appreciation after a reprimand, to restore emotional connection (Cruz et al., 2019; Martins et al., 2024; Mealings et al., 2024; Scarfuto, 2015). Frequent direct reprimands without restorative action can create emotional distance between teachers and students, potentially lowering students' motivation and trust in teacher authority. Therefore, communication training for teachers that emphasizes the balance between reprimands and support is crucial to ensure that corrective actions maintain class order and strengthen interpersonal relationships and student motivation in the learning process.

b.   Mitigated Reprimands

In contrast to direct reprimands, mitigation reprimands include the use of more subtle politeness strategies, such as the use of modalities (e.g., *"Can I be calmer?"* or *"Let's keep the peace together."*). These reprimands are designed to reduce the threat to students' *positive faces*, which are their need to feel accepted and valued, and *negative faces*, which are the desire to avoid coercion (Brown & Levinson, 1987b). Reprimands with mitigation allow students to improve their behavior without feeling pressured or punished directly. This study found that teachers use mitigation reprimands in more conducive situations, where the disturbances caused do not threaten the overall classroom dynamics. Thus, reprimands with mitigation can also be seen as an effort to build a more positive emotional relationship with students. Table 1 shows the percentage of mitigation strategies implemented in various situations.

Table 1. Percentage of Strikes

Class Situation	Usage Percentage (%)
Speaking out of turn	33.3%
Moving without permission	38.9%
Speak out loud	27.8%

Reprimands with mitigation is a communication strategy that highlights the element of pragmatic politeness in education, where this approach is explicitly designed to maintain a balance between teacher authority and the emotional needs of students. This approach provides corrective instruction to students and maintains positive interpersonal relationships. The data showed that teachers were more likely to use mitigation in certain situations, such as when students spoke outside of their turns (33.3%), moved without permission (38.9%), and spoke loudly (27.8%). This situation does not always require firm control, but it still requires corrective action to maintain the stability of the class. For example, when a student speaks outside of a turn, the teacher might say, *"Let's give the friend who is taking a chance, yes,"* instead of a direct reprimand such as, *"Shut up!"* This phrase not only corrects behavior but also gives students the space to improve themselves voluntarily without feeling depressed. Mitigation reprimands, therefore, reflect *positive politeness,* which aims to increase student motivation while strengthening students' trust in teachers.

From a pragmatic perspective, mitigation acts as a *face-saving* strategy in which the threat to *students' negative faces* is minimized by using more subtle and persuasive modalities (Brown & Levinson, 1987b; Darmawan, 2019; Edo-Marzá & Fortanet-Gómez, 2024; Zhou & Larina, 2024). In the context of educational culture in Indonesia, this approach is very relevant because high norms of politeness often

expect teachers to correct students and maintain harmonious interpersonal relationships. Mitigation strategies, as seen in data distributions, are often used in situations that are more conducive and less threatening to classroom dynamics. For example, when students speak too loudly, the teacher may say, *"Please calm down so we can all focus,"* which provides direction and strengthens the emotional connection with students. This strategy is different from direct reprimand, which focuses more on control effectiveness but has the risk of damaging interpersonal relationships if used excessively. Thus, mitigation not only serves as a corrective tool but also as a pedagogical mechanism to create a supportive and non-confrontational classroom atmosphere (Nordin et al., 2024; Peters et al., 2020; Price, 2014; Susandi et al., 2024).

Pedagogically, mitigation reprimands improve student compliance and strengthen emotional connections that encourage active participation in learning. Using mitigation gives students a sense of belonging, increasing their confidence to engage in the learning process. In this case, mitigation serves to correct behavior and becomes an effective tool to build mutual respect between teachers and students. Teachers who can implement mitigation consistently tend to create a harmonious classroom environment where discipline is enforced without damaging an inclusive learning atmosphere. This study shows that teachers who combine mitigation strategies with supportive actions afterward, such as appreciating student improvement, can strengthen the effectiveness of mitigation reprimands. In other words, mitigation combined with support increases learning effectiveness and strengthens a sense of community in the classroom.

For this, the analysis showed that teachers' reprimand patterns differed based on classroom dynamics. Direct reprimands were used more frequently in classes with high levels of disruption, with an average of 15 times per session. This was confirmed through interviews, where one teacher stated, "We use direct reprimands when the situation requires quick control." In contrast, more conducive classes showed a predominance of mitigating reprimands, averaging 10 per session. Documentary data, such as teachers' reflection journals, support this pattern by noting that mitigating strategies are often used to maintain interpersonal relationships.

c.   Teachers' Preferences in Choosing Reprimands Strategies

As shown in these findings, teachers' preferences in selecting reprimanding strategies are strongly influenced by three main factors: the situation's urgency, the level of disruption to the classroom, and the perception of the relationship between teacher and student. Teachers are more likely to use direct reprimands in situations that are assessed to require quick intervention to restore order, such as when students significantly disrupt the learning process. On the other hand, when the situation is more conducive and less disruptive to the classroom dynamics, teachers prefer mitigation reprimands designed to maintain good interpersonal relationships and reduce threats to students' feelings.

The distribution of preferences graph shows that teachers predominantly use direct reprimands (75%) in urgent situations, while in conducive situations, most teachers prefer mitigation reprimands (70%). This reflects the adaptive strategies that teachers carry out to adapt their communication approach to classroom conditions. In addition, this data shows that in Indonesian culture, where respect for teacher authority is highly valued, students tend to receive different types of reprimands as part of the learning process. This gives teachers more flexibility to choose a reprimand strategy without the risk of damaging basic interpersonal relationships. The figure below illustrates the teacher's preference in choosing the type of reprimand according to the situation's urgency.
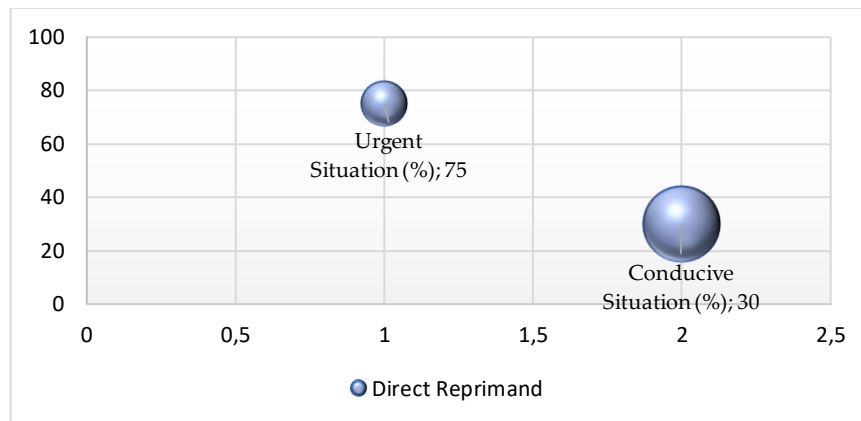
Figure 3. Teacher preferences in choosing the type of strike

Figure 3 provides a very informative representation of teachers' preferences in choosing direct reprimanding strategies, particularly about the situation's urgency. In urgent situations, immediate reprimands appear to be the dominant choice with a very high percentage (75%), illustrated by a large bubble at the top of the vertical axis (percentage). The size and position of this bubble reflect the need for teachers to act quickly and decisively to control classroom distractions that can potentially damage the learning process. In contrast, in conducive situations, teachers' preferences for direct reprimands decreased drastically by up to 30%, which can be seen through the smaller bubble at the bottom of the graph. This decrease indicates a change in teachers' approach to choosing more adaptive strategies focusing on interpersonal relationships rather than direct control.

This visualization effectively depicts the distribution of teachers' preferences and highlights the linkage between the classroom situation dynamics and the teachers' strategic decisions. This graph confirms that teachers show high flexibility in choosing the type of reprimand by prioritizing effectiveness in urgent situations and choosing a softer approach in conducive situations. In addition, this graph shows that in the context of Indonesian educational culture, teacher authority is maintained, but with relevant adjustments to the emotional needs of students. To enrich the analysis, these charts can be supplemented with additional visualizations showing mitigation strategies' distribution in urgent and conducive situations. Thus, a holistic understanding of teachers' preferences in classroom management can be deeper, providing practical implications for teacher training in improving their pragmatic communication competencies.

Direct verbal support dominated in students with low participation (60%), while support with additional reinforcement was given to students with high consistency (65%). These results were supported by the findings of the interviews, where teachers explained that "direct support aims to provide a quick boost, while additional reinforcement helps students to stay motivated in the long run." The classroom observation results show that combining these two strategies increases student motivation, especially in classes with heterogeneous participation levels. In this case, the finding that the use of direct reprimands is more urgent is consistent with Zhou & Larina's (Zhou & Larina, 2024). This strategy is very effective in restoring a class structure that is still very chaotic. However, our findings add that direct reprimands are easier for students to receive in dangerous situations because they are more consistent with Indonesia's educational culture that strongly upholds the teacher hierarchy. Regarding the use of support patterns, the findings of this study also support the findings of Nordin et al. (2024), who found that additional reinforcement is very important for long-term motivation development. Our research findings suggest that the division of these two patterns allows for a more tailored fit to the student's individual qualities and leads to optimal motivation.

Support Patterns in Teacher-Student Interaction

Support in teacher-student interaction has a strategic function in building student learning motivation and strengthening interpersonal relationships between teachers and students (Ishihara, 2024). This study identifies two main patterns in the provision of support by teachers, namely direct verbal support and verbal support with additional reinforcement. These patterns have different dynamics depending on the context and needs of the students in the classroom.

a.   Direct Verbal Support

Direct verbal support is an explicit and often spontaneous appreciation designed to recognize student achievement instantly (Khany & Beigi, 2024; Saputry, 2016). Phrases like *"Good job!"*, *"You're great!"* or *"Your answer is correct."* reflects the teacher's direct approach to providing positive feedback to students. This support is generally provided without additional evaluation or follow-up instruction, making it a quick and effective strategy for motivating students directly. Based on this study, direct verbal support was most often found in situations where students gave correct answers (45%), followed by recognition of active participation (35%) and good behavior such as discipline (20%).

For this, Figure 4 shows that recognition of correct answers is the main context of direct verbal support, which indicates the importance of concrete outcomes in learning as a trigger for teacher appreciation. The recognition of active participation is also quite significant, showing that teachers prioritize the final result and value the process of student involvement. Meanwhile, support for good behavior came in third, underscoring the importance of character-building as part of educational goals, although it received less attention than in other contexts.
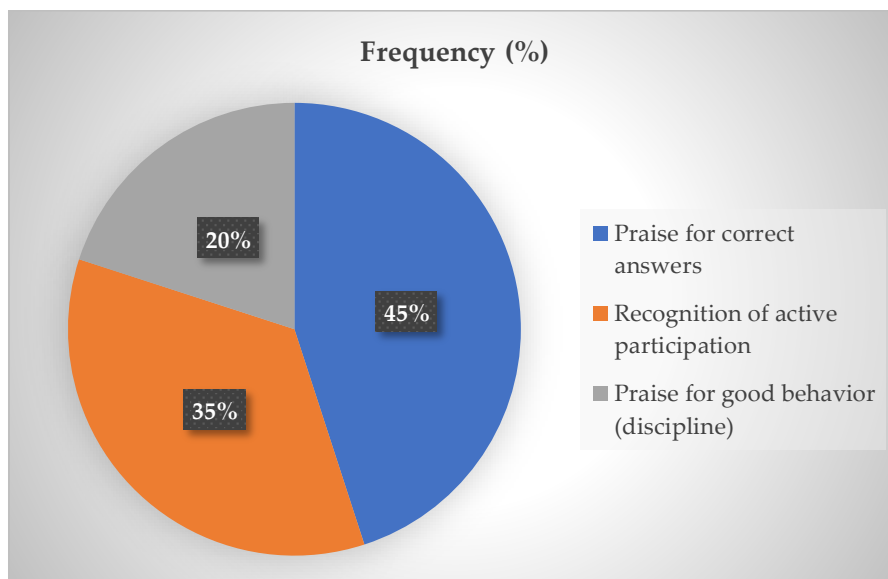

Figure 4. Frequency of use of live verbal support

This frequency table provides in-depth insight into teachers' priorities in providing direct verbal support. Praise for correct answers occupies the largest portion (45%), reflecting a learning orientation still centered on academic results. Visualization charts, such as pie charts or bar charts, can be used to reinforce this data. Support for active participation (35%) shows that teachers also value the process of student engagement, which is an important indicator in building long-term motivation to learn. However, support for good behavior (20%) indicates that the character-building aspect, while significant, still tends to be overlooked compared to the appreciation of learning outcomes or student engagement.

b.   Verbal Support with Additional Reinforcement

In contrast to direct verbal support, verbal support with additional reinforcement involves an element of further motivation or encouragement to improve the student's efforts. Examples of this support include sentences like *"Great, you can definitely get better if you keep trying."* or *"Your hard work is already visible; keep improving so that the results improve."* This pattern encourages students to feel satisfied with their achievements and strive to achieve better results. For this, research shows that support with additional reinforcement is often provided when teachers want to encourage students to stay consistent or improve their efforts. This support has a deeper impact on student motivation, as it rewards their success and provides clear expectations and directions for the next step, as shown in Figure 5.
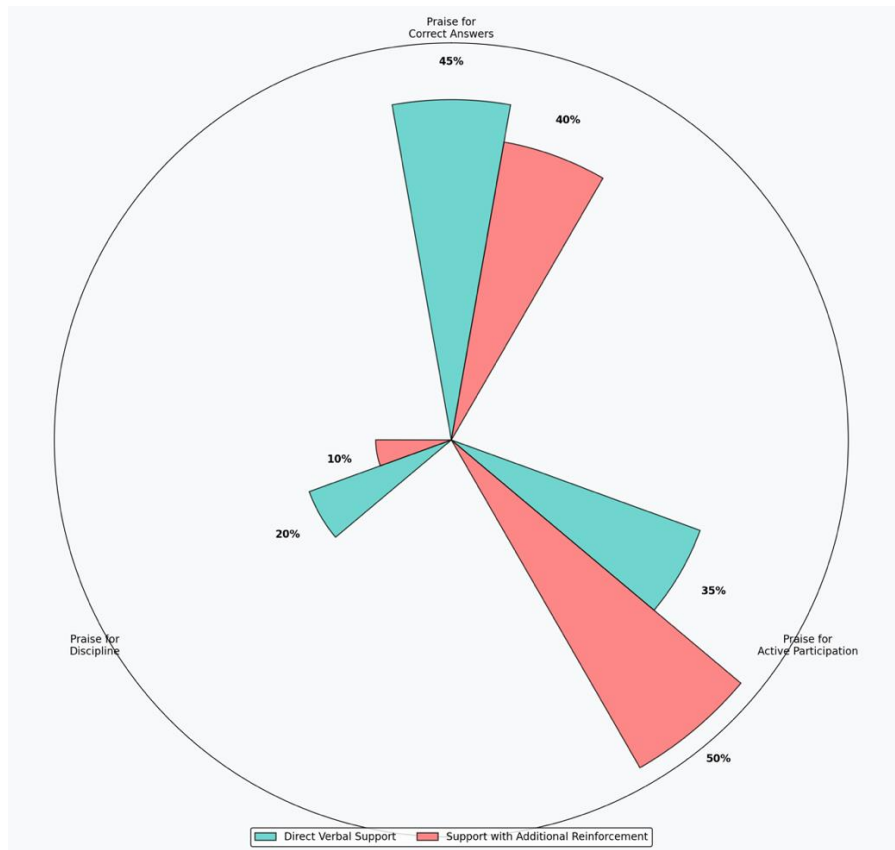

Figure 5. Distribution of Teacher Verbal Support Patterns Based on Context

Figure 5 illustrates the distribution of two types of verbal support support and support with additional reinforcement—based on three main contexts: *correct answers*, *active participation*, and *disciplinary behavior*. Direct verbal support dominated in the context of *correct answers* with a proportion of 45%, while support with additional reinforcement peaked in the context of *active participation* at 50%. This reflects that direct support is often used for concrete outcomes, such as correct answers. In contrast, support with additional reinforcement is often applied in process-oriented situations, such as active participation. This visualization also shows that in the context of disciplinary behavior, both types of support have the lowest percentages (20% for direct support and 10% for additional reinforcement). This indicates that appreciation of good behavior has not been the main focus in teachers' verbal support strategies, although it contributes significantly to forming students' character.

Direct support tends to provide a quick and instant response to student achievement, while support with additional reinforcement provides a more profound influence by encouraging students to continue their efforts (Artoni, 2024; Breunig, 2013; Campbell et al., 2019). This indicates the need for training for teachers to understand better when and how to use both types of support effectively. The practical implication of these findings is that teachers can integrate these two types of support in a

balanced way. For example, providing direct support to acknowledge success immediately, followed by additional reinforcement to motivate students to achieve better outcomes. These strategies support academic outcomes and encourage the development of students' emotional and social skills, such as self-confidence, perseverance, and goal-orientedness.

c.   Comparison of Support Patterns Based on Student Type

This study highlights the dynamic relationship between teacher support and student characteristics, such as participation level, confidence, consistent effort, and academic success. Teachers strategically adjust their type of support to meet students' emotional and motivational needs. For example, direct verbal support tends to be used in students with low participation (60%) or low confidence (55%) to provide instant appreciation. This approach effectively increases confidence and encourages students to be more actively involved in learning. In contrast, support with additional reinforcement was often given to students with consistent effort (65%) or a high success rate (75%). This strategy aims to maintain positive momentum and encourage students to grow. Teachers help students set higher goals and optimize their potential by providing specific additional encouragement. The data in Figure 6 shows that support with additional reinforcement plays an important role in building a growth mindset, where students are satisfied with their achievements and motivated to improve their efforts further.
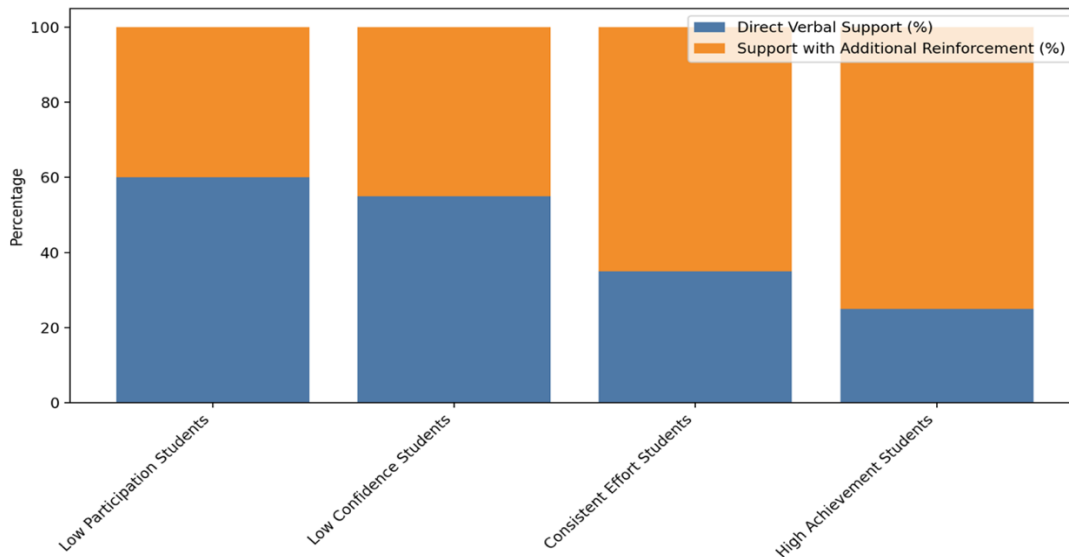

Figure 6. Support distribution Among Student Characteristics

The results of this study show that the adjustment of the type of verbal support provided by teachers based on student characteristics has a significant impact on learning dynamics. Direct verbal support is often provided to students with low participation (60%) and low confidence (55%), reflecting the urgent need to provide an instant emotional boost that can improve students' self-confidence. This strategy is especially relevant for students who tend to be passive, as it gives them instant recognition for the small effort put into it, thus motivating them to be more actively involved in learning.

In contrast, support with additional reinforcement was more used in students who demonstrated consistent effort (65%) or had a high success rate (75%). This strategy maintains positive momentum and encourages students to set higher targets. By providing more in-depth direction and encouragement, teachers can help students develop a growth mindset where they are satisfied with their current achievements and motivated to continue improving their abilities. These findings underscore the importance of teachers' ability to read students' emotional and motivational needs to provide the most appropriate support to maximize each student's potential (Edo-Marzá & Fortanet-Gómez, 2024). For this reason, teacher training in analyzing student characteristics and implementing

adaptive support patterns is important to improve the effectiveness of learning and interpersonal relationships in the classroom.

Balance of Reprimands and Support in Class Interaction

The balance between reprimands and support is fundamental to effective teacher-student interaction. Reprimands are necessary to enforce discipline, while support serves to motivate students and improve interpersonal relationships (Aljayyousi et al., 2019; Prasanna et al., 2024; Zhou & Larina, 2024). The study found that an ideal balance creates a conducive classroom environment where students feel valued while being directed to obey the rules. Teachers who can balance these two elements tend to build a harmonious relationship with students while creating a productive learning atmosphere. The ratio between reprimands and endorsements varies depending on the class type. Classes with a high level of discipline showed a pattern of interaction that focused more on support than reprimands. On the contrary, classes that tend to be chaotic show the dominance of reprimands to maintain the structure and order of the class. For this reason, this study also shows that teachers use three main strategies in maintaining this balance: reprimands with the inclusion of support, reinforcement patterns after reprimands, and contextual balance. This strategy helps teachers to remain firm but not neglect the emotional aspects of students.

a. Strike and Support Ratio by Class Type

This study reveals that the characteristics of class dynamics greatly influence the ratio between reprimands and support in classroom interaction. In a highly disciplined class, the ratio of reprimands to support is 1:2, indicating the dominance of support as a strategy to maintain a conducive atmosphere. Teachers in these classes tend to provide more support to reinforce student motivation, as behavioral control has been achieved, and reprimands are only necessary in certain situations. In contrast, in a conducive classroom, the ratio of 1:1.5 shows a balance between the need to direct students and give appreciation for their efforts. This pattern shows that teachers in this class still provide support as motivation but do not ignore the need for reprimands in certain situations to keep students focused.

However, in a class that tends to be chaotic, the ratio changes to 1.5:1, with the predominance of reprimands to control distractions. Teachers in this class prioritize reprimands to correct disruptive behavior and restore focus on learning. This pattern reflects the need for stricter discipline in challenging learning environments. However, the dominant use of reprimands in chaotic classrooms can have a long-term impact on teacher-student relationships, especially if not balanced with support to strengthen student motivation. The following table summarizes the distribution of strike and support ratios for each class type.

Table 2. Distribution of strike and support ratios for each class type

Class Type	Strike Frequency (average/session)	Support Frequency (average/session)	Strike Ratio
High Discipline	8	16	1:2
Conducive	10	15	1:1.5
It tends to be Messed Up	15	10	1.5:1

Table 2 shows the variation in teachers' approaches to providing reprimands and support based on class type. In a classroom with a high level of discipline, the ratio of reprimands and support of 1:2 confirms that verbal support dominates, reflecting a more positive and supportive learning atmosphere. On the other hand, in a conducive classroom, the ratio of 1:1.5 shows that teachers still integrate reprimands as corrective tools while providing enough support to motivate students. In contrast, in a classroom that tends to be chaotic, the 1.5:1 ratio indicates that teachers use reprimands more to maintain control and address distractions. However, the support frequency remains there to help build

better interpersonal relationships. This variation illustrates how classroom characteristics affect teachers' communication strategies, where the level of discipline and classroom dynamics are the main determinants in the proportion of the use of reprimands and support.

b.   The Relationship between Reprimanding Frequency and Support on Student Motivation

This study revealed a significant relationship between the frequency of reprimands and support and student motivation. Based on regression analysis, support had a stronger positive correlation with student motivation than reprimands, with a regression coefficient of +0.6. This shows that the more often support is given, the higher the students' motivation. In contrast, reprimands hurt student motivation, although the effect was relatively weaker, with a regression coefficient of -0.3. When applied in balance, combining the two shows optimal results in increasing student motivation, as reprimands can maintain discipline, while support strengthens students' emotional and motivational aspects. The following regression equation is used to predict student motivation based on the frequency of reprimands and support:

Student Motivation=2.5+(0.6×Support Frequency)−(0.3×Frequency of Reprimands).

With this model, increasing one unit in the support frequency is expected to increase student motivation by 0.6 units. In comparison, every increase of one unit in the frequency of reprimands is expected to decrease student motivation by 0.3. The following scatter chart illustrates the relationship between the frequency of support, reprimands, and student motivation:
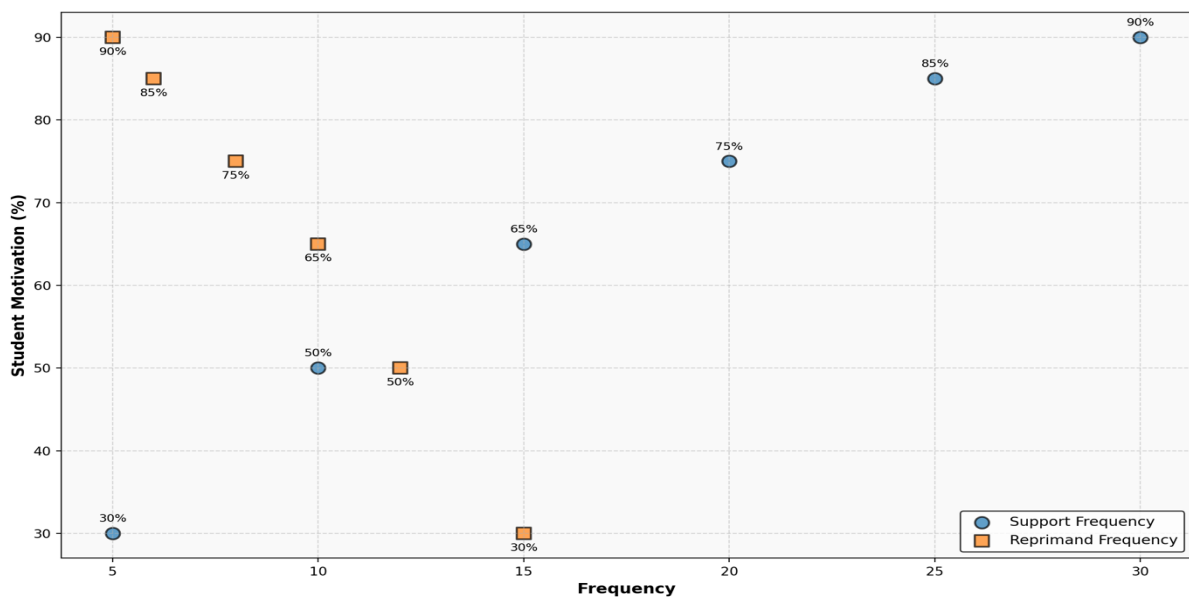

Figure 7. Relationship between Reprimand and Support Frecuency and Student Motivation

The scatter graph shows a clear relationship between the frequency of support and reprimands and the level of student motivation. The frequency of support, represented by a blue circle, strongly correlates with student motivation. This is seen in higher support frequency, such as 30, associated with a 90% student motivation level. In contrast, the frequency of reprimands, depicted with orange boxes, shows the opposite trend, where an increase in reprimands often correlates with a decrease in student motivation. For example, at the frequency of reprimands 5, students' motivation only reaches 30%. In contrast, at the frequency of reprimands 10, students' motivation increases slightly to 50%, but it is still lower than the motivation generated by the same support frequency. This graph also shows that balancing support frequency and reprimands can generate optimal motivation. For example, the combination of a fairly high frequency of support (20-25) with a moderate frequency of reprimands (10-

15) resulted in a fairly high level of student motivation, around 85%. This supports the research finding that support should be the dominant strategy in increasing student motivation (Abu-Rumman et al., 2024; Susandi et al., 2024; Yusri et al., 2024). While reprimands are only used moderately to maintain discipline without damaging students' enthusiasm for learning.

c. Politeness Interaction Model: A Balance of Reprimand and Support

The conceptual model was developed to represent how the balance of reprimands and support affects classroom dynamics. Reprimands serve as a corrective mechanism but can threaten students' negative faces. Instead, support improves interpersonal relationships and increases student motivation (Nordin et al., 2024; Susandi et al., 2024; Vaughan et al., n.d.) For this, the balance between the two creates an optimal learning atmosphere. This conceptual interaction model is visualized in Figure 8.
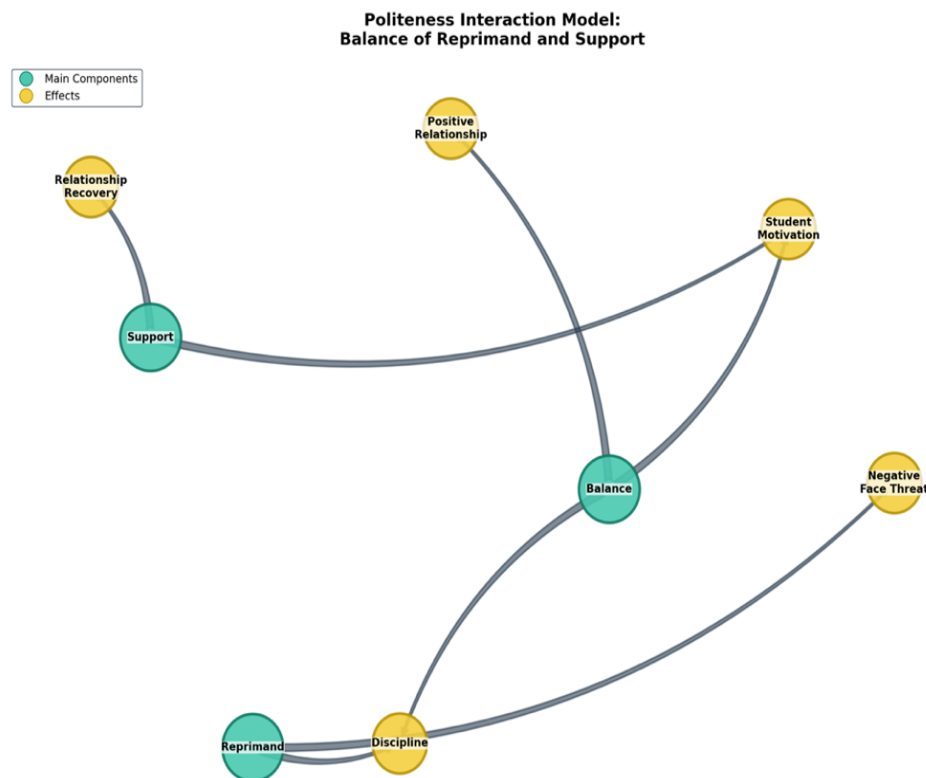

Figure 8. Politeness Interaction Model: Balance of Reprimand and Support

The diagram illustrates the Politeness Interaction Model that balances reprimands and support in the classroom dynamics. This diagram illustrates how reprimands and support are interconnected through core concepts such as balance, student motivation, relationship recovery, discipline, and threats to negative faces (Brown & Levinson, 1987a; Huang, 2008; Palacio & Gustilo, 2016). While necessary to enforce discipline, reprimands can potentially threaten students' negative face, i.e., their need to feel respected and not humiliated. On the contrary, support improves interpersonal relationships and provides strong emotional motivation to recover from the negative impact that reprimands may cause.

This model highlights the importance of balancing reprimands and support. The relationship between core components, such as "Support" linked to "Relationship Recovery" and "Student Motivation," shows that support plays a crucial role in creating a positive learning atmosphere. On the other hand, reprimands, linked to "Discipline" and "Threats to Negative Face," underscore their function as a corrective tool that must be used carefully to avoid damaging interpersonal relationships. The "Balance" node is in the middle, indicating that success in managing classroom dynamics depends on the teacher's ability to mix reprimands and support proportionately.

This visualization effectively shows that reprimands and endorsements are not conflicting concepts but complementary. By maintaining the right balance, teachers can create a learning environment that is not only disciplined but also supportive. This model offers important insights for teachers to understand how their communication can affect students pragmatically and emotionally. By utilizing this politeness-based approach, teachers can be more effective in building positive interpersonal relationships while maintaining optimal classroom control. This diagram also opens room for further development, such as adding cultural elements or variations in class types to enrich their application.

Results show that direct reprimands are necessary to control uncontrollable situations but can threaten interpersonal relationships if overused. Mitigation strategies are much more appropriate for building long-term relationships, as Zhou and Larina found the importance of pragmatic politeness. These findings strengthen the evidence that teachers should combine both strategies and suggest (Yulia et al., 2019). A balanced ratio of warning and support shapes an optimistic communication strategy. The ideal admonishment-to-support ratio is 1:0.75, which suggests that a balance must be found in every situation to motivate successfully. This finding supports previous results regarding Nordin et al.'s importance of strategy incorporation. Just in a different context. In conclusion, teachers are prone to over-warning, and Drojak Guruwati et al. recommend integrating communication politeness-based training (Nordin et al., 2024).

4. CONCLUSION

The study findings prove that teachers' communication patterns, both reprimanding and supportive, play an important role in creating a harmonious classroom environment and in supporting student motivation. Direct reprimands are effective when the ordeal looks messy, while subtle is good enough in bridging interpersonal relations. On the other hand, direct support with reinforcement can develop the confidence of students who depend on minimal participation. In contrast, support with additional reinforcement can spur student dynamics to achieve maximum results. Using simple methods such as frequency analysis and linear regression, this study successfully identified the relationship between teachers' courses in rural schools and students' motivation. The ideal reprimand: support ratio is 1:2, which would double student motivation. With simple methods in focus, this research provides reliable results that can be implemented in educational activities.

However, this study has limitations, both in terms of geographical location and number of participants. For further development, research with a wider population and various cultural dilemmas is important for validating the findings. The development of simple and technology-based analytical tools, such as apps to record and evaluate communication patterns in the classroom, could also be a practical step for implementing research findings to facilitate teachers' activities. Thus, this study shows how important pragmatic politeness-based communication strategies are in teacher-student interactions. Not only so, this simple-based study also succeeded in proving how an analytical approach can produce relevant and applicable findings. With this background, my thought is how simple analytical tools can be developed to support the practice of classroom interaction.

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