EUFONI Vol. 10 (1) (2026)
Journal of Linguistics, Literary and Cultural Studies
http://openjournal.unpam.ac.id/index.php/EFN/index

Beyond Face-Saving: Politeness Strategies in Steve Harvey's Adult–Child Communication on Little Big Shots

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Abstract

Respectful communication plays a crucial role in children's cognitive, emotional, and social development. Although Brown and Levinson's politeness theory has been widely applied across various communicative contexts, previous studies have primarily examined interactions among adults and have largely focused on classifying politeness strategies rather than explaining their role in facilitating supportive communication with children. This study addresses this gap by investigating the politeness strategies employed by Steve Harvey in his interactions with child guests in the television talk show Little Big Shots. Specifically, the study examines the types of politeness strategies used and the factors influencing their selection within an adult–child communication context. Employing a qualitative content analysis design, the study analyzed seven purposively selected episodes featuring children aged three to six years with diverse talents. The data consisted of 57 dialogue exchanges, yielding 137 instances of politeness strategies because individual utterances could realize multiple strategies simultaneously. Data were analyzed using Brown and Levinson's (1987) politeness framework following qualitative coding and thematic interpretation procedures. The findings reveal that all four politeness strategies were employed, with positive politeness emerging as the dominant strategy (56.2%), followed by bald on-record (24.1%), negative politeness (13.9%), and off-record (5.8%). Strategy selection was primarily influenced by payoff, relative power, and social distance. More importantly, the findings demonstrate that positive politeness functions not merely to mitigate face-threatening acts but also to encourage children's participation, strengthen self-confidence, reduce interpersonal distance, and create an emotionally supportive interactional environment. By integrating Brown and Levinson's politeness theory with Piaget's cognitive development theory and child-centered communication principles, this study extends the application of politeness theory to intergenerational communication. The findings contribute to developmental pragmatics by demonstrating that politeness strategies serve broader interactional functions, including emotional scaffolding and communicative support, while also offering practical insights for parents, educators, caregivers, and media practitioners seeking to foster respectful communication with children.

Keywords: *politeness strategies; adult–child communication; Brown and Levinson; developmental pragmatics; Little Big Shots; respectful communication.*

E-ISSN: 3048-4448

INTRODUCTION

Humans acquire language from early childhood and continuously develop their communicative competence through interaction with their social environment. Language is not merely a tool for exchanging information but also a means of shaping interpersonal relationships, emotional development, and social identity. Pinker (1994, as cited in Sihombing, 2022) argues that humans are biologically equipped with an innate capacity for language, while the quality of linguistic development is largely influenced by communicative experiences within their surrounding environment. Consequently, children learn not only vocabulary and grammar but also socially appropriate ways of interacting with others. This makes adults—including parents, teachers, caregivers, and other communication partners—important agents of children's language socialization.

Respectful communication is particularly crucial during childhood because linguistic interaction contributes significantly to children's emotional well-being, self-confidence, and social development. However, many children continue to experience verbal aggression in everyday interactions. According to the Gender and Children Information System of the Indonesian Ministry of Women's Empowerment and Child Protection, 4,838 children experienced psychological violence in Indonesia during 2024 (KemenPPPA, 2025), much of which involved verbal abuse occurring within families and communities. Such communication practices may negatively influence children's self-esteem, emotional security, and cognitive development (Muhajir, 2016). Conversely, supportive and respectful communication enables children to develop confidence, participate actively in conversations, and establish positive interpersonal relationships (Zubaedah et al., 2024). These conditions underscore the importance of examining how respectful communication is linguistically constructed in adult–child interaction.

One public arena where respectful communication can be observed is television talk shows. Among them, *Little Big Shots* provides a distinctive interactional setting because it features conversations between an adult host and very young children with exceptional talents. Unlike conventional talk shows that predominantly involve adult guests, the program requires the host to adapt his communicative behavior to children's developmental characteristics while simultaneously maintaining audience engagement. As the host, Steve Harvey frequently encourages children to express themselves, share experiences, and perform confidently in front of a large audience. These interactions offer valuable opportunities to examine how politeness strategies function beyond maintaining interpersonal harmony, serving instead as communicative resources for building trust, reducing social distance, and fostering children's participation.

Research on politeness strategies has been widely conducted across various communicative settings. Previous studies have examined politeness in entertainment programs (Irwanti, 2024; Hutahaean et al., 2021), classroom interaction and academic consultation (Algiovan, 2022), and group discussions (Ali, 2023). Collectively, these studies consistently report the predominance of positive politeness in maintaining

harmonious interpersonal relationships and identify social distance, power relations, and situational context as important factors influencing speakers' strategic choices. Nevertheless, these studies primarily investigate communication among adults or institutional participants and mainly focus on identifying and classifying politeness strategies according to Brown and Levinson's framework. Consequently, relatively little attention has been devoted to understanding how politeness strategies function in intergenerational communication, particularly in interactions between adults and young children whose cognitive, emotional, and communicative characteristics differ substantially from those of adults.

This limitation reveals an important research gap. Although Brown and Levinson's (1987) politeness theory has been extensively applied in various discourse contexts, limited research has explored how politeness strategies facilitate respectful communication with children by encouraging their participation, supporting their confidence, and accommodating their developmental needs. Moreover, studies of media discourse have rarely examined how entertainment programs model respectful adult–child communication that may influence public perceptions of effective interaction with children. Consequently, extending politeness research into adult–child communication provides opportunities to deepen understanding of how interpersonal meaning is negotiated across generations rather than merely identifying linguistic categories.

The novelty of this study lies in three aspects. First, it extends Brown and Levinson's politeness framework from predominantly adult-centered interaction to intergenerational communication involving young children. Second, it investigates politeness strategies within a media discourse context that publicly models respectful communication between adults and children. Third, rather than solely identifying types of politeness strategies, this study interprets how these strategies contribute to creating supportive interactional environments that encourage children's confidence, comfort, and active participation during communication.

Accordingly, this study investigates the types of politeness strategies employed by Steve Harvey and the factors influencing their use in seven selected episodes of *Little Big Shots*. Guided by Brown and Levinson's (1987) politeness theory and informed by perspectives on child language socialization, this study contributes theoretically by demonstrating how politeness strategies function as interactional resources for constructing respectful adult–child communication. Practically, the findings are expected to provide insights for parents, educators, media practitioners, and other adults regarding communication practices that support children's linguistic, emotional, and social development.

METHODS

This study employed a qualitative research approach using qualitative content analysis to examine Steve Harvey's politeness strategies in *Little Big Shots*. Qualitative

research is appropriate for exploring linguistic phenomena by identifying recurring patterns and interpreting their meanings within specific social contexts (Nassaji, 2015). Content analysis was selected because it enables the systematic examination of spoken communication to identify meaningful patterns and draw inferences from authentic discourse (Krippendorff, 2013, as cited in Drisko & Maschi, 2016).

The data consisted of Steve Harvey's verbal interactions with child guests in seven selected episodes of *Little Big Shots*. The episodes were selected through purposive sampling based on four criteria: (1) each episode contained a complete interview from beginning to end; (2) the guests represented diverse ages (three to six years old) and talents, including spelling, music, leadership, choir conducting, dancing, martial arts, and basketball; (3) the interviews provided sufficient conversational exchanges for discourse analysis; and (4) the interaction emphasized conversation rather than performance alone. These criteria ensured a rich and varied dataset for examining adult–child communication.

Data collection involved repeatedly watching the selected episodes, transcribing the conversations verbatim, and organizing the transcripts according to each guest. Steve Harvey's utterances were then identified and classified using Brown and Levinson's (1987) politeness strategy framework. The unit of analysis was the individual utterance produced by Steve Harvey. From the seven episodes, 57 dialogue exchanges relevant to the research objectives were identified. Since a single utterance could realize more than one politeness strategy, each utterance was coded independently for every applicable category, resulting in 137 identified politeness strategies.

To enhance the credibility of the analysis, the initial coding was independently reviewed by a second researcher with expertise in pragmatics. Differences in coding were discussed through peer debriefing until consensus was achieved based on Brown and Levinson's classification criteria. The data were analyzed following Leavy's (2017) qualitative procedures, including data preparation, coding, categorization, and interpretation. Data analysis continued until thematic saturation was reached, as no additional types of politeness strategies or influencing factors emerged across the selected episodes. This indicated that the dataset was sufficient to address the research objectives concerning the types of politeness strategies and the factors influencing Steve Harvey's communication with children.

RESULTS AND DISCUSSION

This study investigated (1) the types of politeness strategies employed by Steve Harvey when interacting with children in *Little Big Shots* and (2) the factors influencing the selection of those strategies. Analysis of seven purposively selected episodes identified 57 dialogue exchanges containing Steve Harvey's utterances. Since a single utterance could simultaneously realize more than one politeness strategy, the dataset yielded 137 instances of politeness strategies. The findings indicate that Steve Harvey employed all four politeness strategies proposed by Brown and Levinson (1987),

although their frequency varied considerably according to the communicative purpose and interactional context.

1. DISTRIBUTION OF POLITENESS STRATEGIES

Table 1 summarizes the frequency and percentage of each politeness strategy identified in the dataset.

Table 1. Distribution of Politeness Strategies

Politeness Strategy	Frequency	Percentage
Positive politeness	77	56.2%
Bald on-record	33	24.1%
Negative politeness	19	13.9%
Off-record	8	5.8%
Total	**137**	**100%**

The findings demonstrate that positive politeness is the dominant strategy, accounting for more than half of all identified strategies (56.2%). Bald on-record strategies constitute approximately one quarter of the data (24.1%), followed by negative politeness (13.9%) and off-record strategies (5.8%).

Rather than indicating random variation, this distribution reveals a consistent communicative orientation adopted by Steve Harvey throughout the interviews. His interactional style is characterized primarily by attempts to establish emotional closeness, encourage children's participation, and maintain a relaxed conversational atmosphere. Direct strategies such as bald on-record are employed mainly when facilitating the flow of the interview or ensuring children's understanding, whereas indirect strategies occur relatively infrequently because excessive ambiguity may hinder children's comprehension.

The predominance of positive politeness therefore suggests that Steve Harvey prioritizes interpersonal engagement over conversational efficiency. His communicative choices indicate that maintaining children's comfort and confidence becomes a more important interactional objective than minimizing conversational effort.

2. FACTORS INFLUENCING STRATEGY SELECTION

The factors underlying Steve Harvey's choice of politeness strategies were also identified according to Brown and Levinson's (1987) framework. Table 2 presents the distribution of these factors.

Table 2. Factors Influencing the Use of Politeness Strategies

Factor	Frequency	Percentage
Payoff	69	50.4%
Relative power	41	29.9%
Social distance	25	18.2%
Ranking of imposition	2	1.5%
Total	**137**	**100%**

Among these factors, payoff represents the largest proportion (50.4%), followed by relative power (29.9%) and social distance (18.2%). The ranking of imposition appears only rarely (1.5%).

These findings indicate that Steve Harvey's communicative behavior is largely motivated by the anticipated interpersonal benefits of particular strategies rather than by situational constraints alone. Throughout the interviews, he consistently selected utterances that were likely to encourage children's willingness to participate, reduce anxiety, and sustain enjoyable interaction. Meanwhile, relative power reflects his institutional role as the host, enabling him to guide conversations and manage interview activities. Nevertheless, his authority is generally exercised in supportive rather than coercive ways.

3. COMMUNICATIVE PATTERNS OF STEVE HARVEY'S POLITENESS STRATEGIES

Although Brown and Levinson classify politeness into four broad categories, the findings reveal that Steve Harvey's strategies perform several recurring communicative functions. Instead of operating as isolated linguistic forms, these strategies collectively contribute to building a supportive interactional environment for young children. Four major communicative patterns emerged from the analysis: building rapport**,** encouraging children's participation**,** guiding interaction**,** and maintaining an enjoyable atmosphere.

Building Rapport through Positive Politeness

Positive politeness constitutes the central communicative pattern throughout the interviews. Rather than merely expressing friendliness, Steve Harvey repeatedly employs compliments, terms of address, repeated responses, expressions of interest, and exaggerated praise to reduce interpersonal distance between himself and the child guests.

For instance, after witnessing Akash successfully spell a difficult word, Steve Harvey enthusiastically exclaimed,

"Gentleman, the greatest of all time!"

Similarly, when interacting with James, he frequently used expressions such as *"My man"* or addressed him respectfully as *"Mr. Mayor."* These forms of address function as positive politeness by recognizing the children's identities and accomplishments while simultaneously constructing a sense of equality despite the considerable age difference.

Another recurring strategy involves noticing children's appearance, interests, and achievements. When Steve Harvey complimented Jayen's shoes or expressed admiration for children's talents, the utterances demonstrated genuine attention toward the children's personal characteristics. Such interaction moves beyond simple praise by acknowledging children as valued conversational partners.

Collectively, these findings indicate that positive politeness serves not only to protect children's positive face but also to establish trust and emotional connection before more demanding conversational activities occur.

Encouraging Children's Participation

A second communicative pattern concerns Steve Harvey's efforts to sustain children's active participation during the interview. Rather than controlling the conversation through commands, he frequently encourages cooperation by offering assistance, repeating children's responses, and making optimistic statements.

For example, when Evan struggled to climb onto the sofa, Steve Harvey immediately responded,

"Yeah, let me help you out a little bit."

Likewise, repeating children's answers—for example,

"You like people?"

after James stated,

"I like people."

functions less as a request for clarification than as an interactional invitation encouraging children to continue elaborating their thoughts.

The repeated use of encouragement suggests that Steve Harvey carefully manages conversational turns to ensure that children remain comfortable speaking before a live audience. Rather than dominating the interaction, he frequently validates children's responses and provides opportunities for them to expand their contributions.

Guiding Interaction through Direct Communication

Although positive politeness dominates, bald on-record strategies remain an important component of Steve Harvey's communicative style. These direct utterances primarily occur when organizing interview activities, protecting children, or maintaining conversational flow.

For instance,

“Don't learn that.”

is delivered immediately after a potentially inappropriate word appears during conversation. Similarly,

“Let me see these sticks.”

helps facilitate Ryusei's martial arts demonstration.

Rather than functioning as authoritarian commands, these direct expressions serve practical interactional purposes. Most are brief, context-dependent, and immediately followed by supportive comments or humor. Consequently, bald on-record strategies complement rather than contradict Steve Harvey's generally supportive interactional style.

Creating an Enjoyable Interactional Atmosphere

Humor represents another important communicative resource throughout the interviews. Steve Harvey frequently employs self-deprecating jokes, playful exaggeration, and light-hearted comments to reduce formality and create a relaxed atmosphere.

For example, after discussing thinking games, he jokingly remarked,

“I wasn't thinking of nothing at all.”

Instead of directing humor toward the children, Steve Harvey commonly positions himself as the target of the joke. This interactional choice minimizes the possibility of embarrassing child guests while simultaneously entertaining both the children and the audience.

Off-record strategies appear only occasionally because their indirect nature requires greater inferential processing. Nevertheless, when used, they generally function as playful dramatization or rhetorical humor rather than criticism. Their relatively low frequency suggests that Steve Harvey prefers communicative clarity over ambiguity when interacting with young children.

DISCUSSION

The present study investigated the politeness strategies employed by Steve Harvey in his interactions with children on *Little Big Shots* and the factors influencing their use. While all four politeness strategies proposed by Brown and Levinson (1987) were identified, positive politeness emerged as the dominant strategy, accounting for 56.2% of all identified instances. Rather than simply indicating a preference for friendly interaction, this finding suggests that Steve Harvey consistently constructs communication that prioritizes emotional support, interpersonal closeness, and children's active participation. The findings therefore extend Brown and Levinson's politeness theory beyond its traditional interpretation as a mechanism for mitigating face-threatening acts by demonstrating its broader function in facilitating supportive adult–child communication.

Brown and Levinson (1987) argue that positive politeness minimizes social distance by emphasizing solidarity, shared interests, and appreciation of the hearer's positive face. In the present study, however, positive politeness performs functions that extend beyond maintaining interpersonal harmony. Steve Harvey repeatedly uses compliments, optimistic expressions, personal forms of address, repetition, and humor to create an emotionally secure conversational environment where children feel comfortable expressing themselves. These strategies do not merely preserve children's face; they encourage participation, reduce anxiety associated with public speaking, and reinforce children's confidence. Consequently, positive politeness functions as an interactional resource that facilitates communication rather than simply preventing conflict.

This interpretation becomes clearer when viewed through the perspective of Piaget's cognitive development theory. Most children appearing in *Little Big Shots* are between three and six years old, corresponding to Piaget's preoperational stage, during which children rely heavily on concrete experiences, emotional feedback, repetition, and symbolic interaction to construct meaning. At this developmental stage, children respond more positively to explicit encouragement, praise, and emotionally expressive language than to abstract or highly indirect communication. Steve Harvey's repeated compliments, exaggerated admiration, and supportive responses therefore align with children's developmental characteristics by providing clear emotional affirmation that children can easily interpret. His tendency to repeat children's statements, ask follow-up questions, and celebrate their achievements encourages them to elaborate their responses while reinforcing their confidence during interaction. Thus, the predominance of positive politeness reflects not only interpersonal considerations but also communication that is developmentally appropriate for young children.

The findings also resonate with the communication principles advocated by UNICEF, which emphasize that communication with children should respect their dignity, support self-esteem, and encourage active participation. Throughout the analyzed episodes, Steve Harvey rarely treats children as passive interview subjects.

Instead, he acknowledges their abilities, addresses them respectfully, and frequently positions them as competent conversational partners. Expressions such as *"My man"* or *"Mr. Mayor"* symbolically elevate children's identities by recognizing their achievements and individuality. Rather than reinforcing adult superiority, these expressions communicate respect and recognition, thereby supporting children's participation in accordance with child-centered communication principles. In this respect, politeness strategies become mechanisms through which children's rights to express themselves are enacted within everyday interaction.

Although positive politeness predominates, the frequent use of bald on-record strategies should not be interpreted as contradictory to respectful communication. Brown and Levinson describe bald on-record strategies as highly direct forms typically associated with urgency, efficiency, or unequal power relations. However, the present findings indicate that directness in adult–child interaction may serve supportive rather than coercive purposes. Steve Harvey employs direct utterances primarily to organize interview activities, protect children, or facilitate demonstrations of their talents. Statements such as *"Don't learn that"* or *"Let me see these sticks"* function as guidance rather than commands intended to impose authority. Because these utterances occur within an already supportive interactional environment established through positive politeness, children are unlikely to perceive them as threatening. This suggests that directness cannot be evaluated independently of its interpersonal context. Instead, its communicative function depends on the broader relational climate established throughout the interaction.

Negative politeness and off-record strategies appear considerably less frequently. This distribution is consistent with children's cognitive characteristics. Negative politeness generally emphasizes respect for personal autonomy through indirect requests, hedging, and deference. While these strategies are effective among adults, excessive indirectness may increase children's processing demands because young children often interpret language literally. Similarly, off-record strategies require listeners to infer implied meanings, sarcasm, or rhetorical intentions from contextual cues. Such inferential abilities are still developing during the preoperational stage, making indirect communication potentially less effective. Steve Harvey therefore appears to favor communicative clarity over ambiguity, selecting strategies that are more compatible with children's developmental capacities.

The findings both support and extend previous research on politeness strategies. Similar to Irwanti (2024) and Hutahaean et al. (2021), the present study found that positive politeness dominates interaction within entertainment settings. Previous studies argued that hosts employ positive politeness to establish rapport and create enjoyable conversations with guests. However, the communicative function observed in the present study differs in several important respects. Whereas positive politeness in adult–adult interaction primarily facilitates conversational solidarity and audience engagement, its role in adult–child interaction extends to emotional reassurance, confidence building, and developmental support. Children require not only friendly

interaction but also continuous affirmation that encourages them to communicate in unfamiliar public settings. Consequently, the same linguistic strategies perform broader developmental functions when directed toward young children.

The findings also complement Algiovan (2022), who demonstrated that institutional power influences the selection of politeness strategies during lecturer–student interaction. Similarly, Steve Harvey possesses greater institutional authority as the host of the television program. Nevertheless, the exercise of power differs considerably across the two contexts. Academic consultation naturally emphasizes institutional hierarchy, whereas Steve Harvey frequently softens his authority through humor, encouragement, and self-deprecating remarks. Rather than reinforcing asymmetrical power relations, he uses his institutional role to facilitate children's participation. This suggests that relative power does not necessarily produce more face-threatening communication; instead, it may be strategically employed to create supportive interaction depending on communicative goals.

Likewise, the present findings partially align with Ali (2023), who reported that politeness strategy selection is influenced by contextual factors such as social relationships, communicative purposes, and discussion topics. The current study similarly demonstrates that payoff, relative power, and social distance influence Steve Harvey's communicative choices. However, the interactional context differs substantially because communication with young children requires additional consideration of developmental appropriateness. Consequently, factors influencing politeness strategy selection should be understood not only in sociological terms but also in relation to children's cognitive and emotional characteristics.

An important implication emerging from the present findings is that politeness strategies should not be understood exclusively as mechanisms for protecting face. Brown and Levinson conceptualized politeness primarily as redressive action designed to minimize face-threatening acts. While this perspective remains highly influential, the findings suggest that in adult–child communication politeness serves additional interactional functions. Positive politeness contributes to emotional scaffolding, enabling children to regulate anxiety during public interaction. It also facilitates confidence building by recognizing children's abilities and achievements, while simultaneously promoting interactional support through encouragement, repetition, and collaborative dialogue. These functions extend politeness beyond face management toward broader developmental and educational purposes.

Nevertheless, the findings should be interpreted within the limitations of the research context. The analyzed interactions occur within a televised entertainment program rather than ordinary everyday communication. Steve Harvey's communicative behavior is inevitably shaped by multiple institutional considerations, including audience expectations, production goals, time constraints, and the performative nature of television discourse. Some humorous remarks or exaggerated compliments may therefore serve entertainment purposes alongside interpersonal ones. Likewise, the children's responses may be influenced by the presence of cameras and a live audience.

E-ISSN: 3048-4448

Consequently, the findings should not be generalized uncritically to all forms of adult–child interaction. Future research could compare televised interactions with naturally occurring communication in families, classrooms, or community settings to determine whether similar patterns of politeness emerge across different contexts.

Despite these limitations, the study contributes to pragmatics in several important ways. Empirically, it extends politeness research into intergenerational communication by examining authentic interaction between an adult television host and young children, a context that has received limited scholarly attention. Theoretically, it demonstrates that Brown and Levinson's politeness framework can be productively integrated with child development theory and child-centered communication principles to explain why particular politeness strategies are effective for young interlocutors. Rather than functioning solely as face-saving devices, politeness strategies in adult–child interaction emerge as communicative resources that foster emotional security, encourage participation, and support children's developing communicative competence. This broader interpretation enriches the application of politeness theory and highlights its relevance to developmental pragmatics, media discourse, and child-centered communication research.

CONCLUSION

This study examined the politeness strategies employed by Steve Harvey in his interactions with children in seven selected episodes of *Little Big Shots* and the factors influencing their use. The findings demonstrate that all four politeness strategies proposed by Brown and Levinson (1987), positive politeness, bald on-record, negative politeness, and off-record, were employed throughout the interactions. Among these, positive politeness emerged as the predominant strategy, indicating that Steve Harvey consistently prioritized building rapport, encouraging participation, and creating a supportive conversational environment for young children. The findings further reveal that the selection of politeness strategies was primarily influenced by payoff, relative power, and social distance, reflecting Steve Harvey's dual role as an adult and the host responsible for guiding the interaction while maintaining children's comfort and confidence.

Beyond identifying the distribution of politeness strategies, this study offers a broader theoretical contribution to pragmatics. The findings suggest that, in adult–child communication, politeness functions not only as a mechanism for mitigating face-threatening acts but also as an interactional resource for emotional scaffolding, confidence building, and participation support. By integrating Brown and Levinson's politeness theory with Piaget's cognitive development theory and child-centered communication principles advocated by UNICEF, this study demonstrates that the effectiveness of politeness strategies is closely related to children's developmental characteristics. Consequently, politeness in intergenerational interaction should be

understood not merely as linguistic face management but also as a communicative practice that supports children's cognitive, emotional, and social development.

The study also has practical implications. The findings provide insights for parents, teachers, caregivers, media practitioners, and other adults who regularly interact with children. Communication characterized by encouragement, appreciation, respectful forms of address, and developmentally appropriate guidance may foster children's confidence, willingness to participate, and positive interpersonal relationships. Moreover, television programs and other public media can play an important role in modeling respectful adult–child communication that values children's voices while creating an emotionally secure interactional environment.

Several limitations should be acknowledged. First, the study analyzed only seven episodes from a single television program, which may not fully represent Steve Harvey's overall communicative behavior or adult–child interaction in other contexts. Second, the interactions occurred within an entertainment setting where audience expectations, production objectives, and performative elements may have influenced communicative choices. Finally, the analysis focused exclusively on verbal politeness strategies and did not examine nonverbal resources, such as facial expressions, gestures, eye contact, or prosody, which also contribute substantially to respectful communication.

Future research may expand this line of inquiry by examining adult–child communication across different contexts, such as classrooms, families, healthcare settings, or digital media, to determine whether similar politeness patterns emerge in more naturalistic interactions. Comparative studies involving different television hosts, educators, or parents would also enrich understanding of how professional roles and communicative contexts influence politeness strategies. Furthermore, integrating multimodal discourse analysis with developmental pragmatics would provide a more comprehensive understanding of how verbal and nonverbal resources jointly contribute to respectful communication with children. Such investigations would further extend the application of politeness theory within intergenerational communication and child-centered discourse studies.

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