

SYNTACTIC IMPOLITENESS FEATURES IN SCHOOL LINGUISTIC LANDSCAPES

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Abstract

This study aims to identify and analyze forms of syntactic impoliteness in the linguistic landscape of school environments. The linguistic landscape, which visually represents language in public school spaces, should ideally reflect proper and polite language use. However, out of 210 samples analyzed, only 16 exhibited syntactic politeness, while 194 did not. Among the 194 instances, 10 forms of syntactic impoliteness were identified, including imperative sentences without modalization, incomplete syntactic constructions, ambiguous sentence structure, unnatural sentence segmentation, excessive syntactic compression, mixed code without clear syntactic structure, structural redundancy, structural inconsistency with spelling, foreign language structural dominance, and use of non-standard words. These findings indicate a lack of adherence to syntactic rules and language politeness norms in school texts. Therefore, teachers and school authorities need to actively monitor and revise visual texts to promote a polite and educational language environment.

Keywords: Linguistic Landscape; Politeness; Impoliteness; Syntax; Indonesian Language

INTRODUCTION

Linguistic landscape is a visual representation of language use in public spaces that reflects the social and cultural dynamics of a community. It refers to the use of language in public spaces, including in educational institutions, such as posters, slogans, signs, and writings on classroom walls or on social media (Barni & Bagna, 2008). The linguistic landscape found in educational settings, such as campuses, reflects the identity of institutions striving for international recognition while upholding national values (Ardhan et al., 2025). Meanwhile, the linguistic landscape in schools plays a crucial role as a means of communication, education, and the construction of students' values and character. The three main modes (language, images, and colors) in the linguistic landscape at schools serve to communicate and represent the social reality of the school that is relevant to the themes that emerge through iconic and symbolic semiotic systems (Andriyanti, 2021). The language displayed in various corners of schools, from banners, posters, room name boards, wall slogans, to disciplinary reminders, not only convey information but also shape language habits, internalize norms, and reflect the image of educational institutions. The language presented in public spaces is a valuable resource for language learning and teaching, and can also be used to enhance language awareness (Gorter et al., 2021). Texts displayed in the public spaces of schools serve as sources of linguistic input that can influence students' perspectives, attitudes, and language competence.

The linguistic landscape in schools holds significance in two primary aspects. First, it serves as an indicator of how language is engineered, selected, and positioned by educational institutions to convey specific messages. Second, it contributes to the formation of a learning environment that indirectly shapes students' language competencies, including the appropriate use of language in accordance with syntactic, morphological, semantic, and pragmatic norms. The linguistic landscape can foster the development of students' language skills such as reading, speaking, and critical thinking. A thoughtful integration of the linguistic landscape has the potential to create a supportive and immersive learning environment (Fegher et al., 2025). Nevertheless, the use of language within the school's linguistic landscape is often overlooked in terms of grammar, word choice, sentence structure, and even principles of linguistic politeness. Some displayed texts contain language forms that deviate from established linguistic norms, whether in the morphological, syntactic, or pragmatic domains. This raises concerns about the normalization of incorrect language usage among students, which may negatively affect their language development.

Research on several digital linguistic landscapes in schools shows the potential presence of less educational content. Initial findings indicate a discrepancy between the educational goals of institutions and the linguistic realization in the school landscape. The use of non-standard language forms, ineffective syntactic structures, disorganized lexical choices, and incongruity between message intent and delivery method are issues that need to be seriously examined. This phenomenon raises fundamental questions in linguistic studies, namely to what extent the linguistic landscape in schools can reflect educational, normative, and functional language practices? Based on these issues, this article aims to identify and describe the characteristics of language in

the linguistic landscape from the perspective of politeness and syntactic impoliteness.

The novelty of this research lies in syntactic politeness and impoliteness. Syntactic politeness refers to sentence structures that can be used safely in various communication situations, both formal and informal, without being bound by pragmatic context. On the other hand, syntactic impoliteness refers to forms that arise from sentence or phrase arrangements that have the potential to create a negative or illogical impression. The study of politeness is no longer sufficient if only understood from the perspective of pragmatic strategies. Recent research indicates that syntactic structures themselves can serve as a channel for social meaning. Zanuttini et al. (2012) shown that politeness is understood not only as a post-syntactic pragmatic strategy, but also as a feature integrated within syntactic structure. Meanwhile, Trotzke (2024) emphasizes that canonical syntax is the unmarked form of speech acts that maximizes politeness. Sentence structure choices are not just formal devices but also social strategies to mitigate the imposition of speech acts and ensure interaction acceptability. Singh et al. (2024) found in the study of the Bua Fiji Hindi language that layered clauses, hedging, and indirect interrogatives function as mitigation strategies to maintain politeness. Anwar et al. (2021) state that politeness is essential in the world of education. In this research, the concept of syntactic impoliteness is used as an analytical tool to depict the linguistic landscape.

The linguistic landscape also constitutes a relatively new area of inquiry within linguistic studies. Several relevant research findings include Fajardo-Dack et al. (2024) dan de Juan Ramírez (2024). This studies highlight the potential of the linguistic landscape as a pedagogical tool for language learning and its implications for educational policy. In addition, research conducted by al-Qenaie & Naser (2023) emphasized that the linguistic landscape includes language, hierarchy, location, and its function within the community. In line with this, Pienimäki et al. (2024) reveal that language within the landscape is closely connected to culture, personal experiences, and emotions that arise from social interaction. Shang (2024) believes that signboards in the linguistic landscape are not just signs, but key elements in the competition of world-class cities. Meanwhile, Sanuth et al. (2024) assert that the landscape serves as a pedagogical tool that can encourage students to explore language use independently. Unlike those studies, this research focuses on forms of syntactic impoliteness. The aim of this study is to contribute to the development of linguistic awareness in educational settings, particularly in creating a language ecosystem that is respectful, polite, and educational.

METHODOLOGY

This study employs a qualitative descriptive approach focusing on the analysis of linguistic characteristics in the linguistic landscape of high school environments. This approach was chosen to allow for an in-depth examination of language use in real and social contexts, particularly in visual texts displayed in public school spaces. The data sources for this study consist of 210 linguistic landscape artifacts collected from 30 high schools, both public and private, with an average of 7 visual texts taken from each school. The types of texts include banners, posters, name boards, wall slogans, and billboards or stickers containing informative, persuasive, or normative messages.

Data collection was conducted through direct observation at the school sites and visual documentation by photographing all texts deemed representative for analysis. Each data point was recorded along with its contextual background. The analysis process was carried out using the theoretical framework of syntactic politeness and impoliteness. In addition, all data were examined for their conformity with established linguistic norms.

Data analysis techniques involve several stages, including data reduction by selecting relevant texts, grouping based on function and linguistic types, linguistic content analysis, and contextual interpretation of meaning and communication purposes in the school environment. Conclusions are drawn inductively to formulate general patterns of linguistic characteristics in high schools. To ensure data validity and reliability, this study applies methodological triangulation through a combination of observation, documentation, field notes, and peer debriefing with fellow linguistic researchers to ensure the accuracy and sharpness of interpretation.

RESULTS

An analysis of 210 linguistic landscape data points from 30 senior high schools reveals a tendency toward linguistic forms that exhibit syntactic impoliteness. This form of impoliteness does not refer to harsh or offensive meanings, such as the use of profanity in gaming communities (Sembiring et al., 2025) or hate speech by the MZ Generation in social media (Aulia et al., 2025; Dwi N. et al., 2025; Nayla & Jaya, 2024), but rather to modes of expression that syntactically deviate from accepted linguistic norms, thereby giving an impression of rudeness, excessive command, or disregard for communicative and courteous sentence structures. Of the 210 data points collected, only 16 linguistic landscapes displayed syntactic politeness, while 194 exhibited syntactic impoliteness.

Based on the analysis, the 194 instances of syntactic impoliteness in the school linguistic landscape can be categorized into 10 types, as detailed below (see Figure 1). First, imperative sentences without modalization were found in 18 instances (9.28%). Second, incomplete syntactic constructions were found in 17 instances (8.76%). Third, ambiguous sentence structure appeared in 10 instances (5.15%). Fourth, unnatural sentence

segmentation was observed in 9 instances (4.64%). Fifth, excessive syntactic compression was found in 4 instances (2.06%). Sixth, mixed code without clear syntactic structure occurred in 26 instances (13.40%). Seventh, structural redundancy was identified in 14 instances (7.22%). Eighth, structural inconsistency with spelling was found in 63 instances (32.47%). Ninth, the foreign language structural dominance appeared in 11 instances (5.67%). Tenth, the use of non-standard words was found in 22 instances (11.34%).

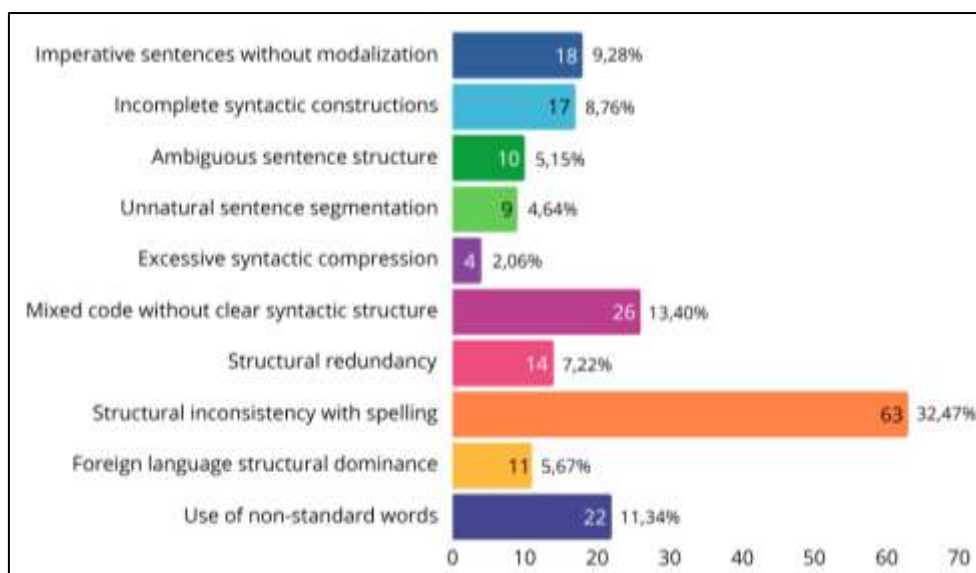


FIGURE 1 Categories of Syntactic Impoliteness in the Linguistic Landscape

Overall, these findings indicate that syntactic impoliteness in the school linguistic landscape is not merely a matter of harsh or vulgar lexical usage, but rather reflects a lack of attention to the principles of effective, polite, and educational communication. The forms of syntactic impoliteness found in this landscape may negatively impact language learning, character development, and the communicative climate within the school environment. The following is a detailed breakdown of each finding.

Imperative Sentences without Modalization

From the 210 linguistic landscape data points, 9.28% consisted of imperatives without modalization. This form includes direct command sentences that do not use polite invitations or modalizing expressions such as "please," "kindly," "would you," or "let us," thus tending to sound harsh and authoritarian. An example found in the data is "Don't be noisy!" (see Figure 2). The sentence "Don't be noisy!" is composed of the prohibitive word "don't" and the intransitive verb "be noisy." This form lacks an explicit subject and does not contain any softening elements. The implicit subject is you (second person), though it is not explicitly stated. Syntactically, the sentence uses a minimalist form, efficient in structure but delivering a direct imposition on the hearer. It lacks modal elements such as please, kindly, or would you, which are typically used in polite imperatives.

This sentence does not allow for student participation and places them in a subordinate position. In the context of educational communication, such a form contradicts the principles of politeness as it fails to emphasize solidarity and empathy (Daulay et al., 2022). Solidarity and empathy are essential aspects of politeness. The sentences above convey messages in a direct and assertive manner but neglect the maxim of sympathy, which ought to be upheld in educational settings.

The main characteristics of syntactic impoliteness in Figure 2 are: (1) the absence of mitigating expressions such as please (harap), kindly (tolong), or would you (mohon); (2) the lack of an accompanying subject, which renders the statement directive or imperative in nature; and (3) the use of forceful diction that offers no room for choice or participation. Therefore, more polite and educational alternatives to the sentence include: "Please refrain from making noise," "Kindly remain quiet," or "Let's maintain a peaceful environment."

Incomplete Syntactic Constructions (Fragmentary)

This form of syntactic impoliteness appears in sentences that undergo ellipsis or the omission of important syntactic elements, such as the subject or predicate. Omitting the subject or predicate results in incomplete sentence structure and unclear communication direction. Simplification of syntax is often done to expedite communication by rearranging word order directly, fragmenting sentences, and omitting sentence elements or ellipsis (Kravets et al., 2025). In general, this form may be understood contextually; however, syntactically, it does not conform to the Subject-Predicate-Object (SPO) structure, which forms the foundation of standard Indonesian grammar. The Indonesian language adheres to the S-P-O word order (Balla, 2023; Kyeongjae et al., 2025). This incompleteness conveys a sense of linguistic disorder, particularly when used as a medium in formal educational contexts. One example of such data is a series of vertically arranged words in capital letters: "HEALTHY STRONG GREAT WITHOUT DRUGS" (see Figure 3).

This form lacks a minimal Subject-Predicate structure and resembles a series of words or phrases arranged without clear connectors or syntactic functions. Although pragmatically the message can still be inferred, a structure like this reflects a disregard for the integrity of sentence form and can lower the quality of language accessed by students on a daily basis. In terms of syntactic politeness, this sentence disregards three principles. First, the principle of grammatical completeness, where the sentence is incomplete, only a partial slogan. Second, the principle of readability and clarity, where the reader has to guess the meaning and the relationship between elements, which should be explained by a complete sentence structure. Third, the principle of communicative direction, where the ambiguity of who the actor is and to whom this invitation or statement is directed.

This form does contain a positive and motivational message. However, from a language development and Indonesian language education perspective, this form does not demonstrate good syntactic examples, especially in a school environment. Therefore, the sentence structure in that context should be syntactically complete, such as "Let's create a healthy, strong, and great generation without drugs" or "We are healthy, strong, and great because we stay away from drugs" ("Mari wujudkan generasi sehat, kuat, dan hebat tanpa narkoba" atau "Kami sehat, kuat, dan hebat karena menjauhi narkoba").

Ambiguous Sentence Structure

Impoliteness is also evident in the ambiguity that arises from improper syntactic structures. For example, in the sentence shown in Figure 4, "Keluar masuk kaca mobil helm wajib dibuka" (in and out of the car window, helmets must be removed), the ambiguity stems from unclear word order. Ambiguity is defined as the characteristic of a word or utterance that allows for two or more interpretations (Fortuny & Payrató, 2024). The ambiguity in Figure 4 arises from the absence of a clear Subject-Predicate (S-P) structure, a lack of punctuation, and the omission of conjunctions. The sentence appears as a mere stack of words or phrases without any clear syntactic relationship. As a result, the meaning becomes obscure and open to multiple interpretations—an issue that clearly contradicts the principle of effectiveness in educational communication. This sentence has the potential to be ambiguous because it is unclear whether "keluar masuk" refers to people entering and exiting, or to vehicles moving in and out. Furthermore, the structural relationship between "car window helmet" (kaca mobil helm) and the action "keluar masuk" is not clearly defined. This lack of clarity in word relationships forces the reader to guess the intended meaning. To make the sentence more polite and syntactically appropriate, the following alternatives may be used: for example, "Please open your car helmet visor when entering or exiting," or "Car helmet visors must be opened when entering or exiting for safety and identification purposes." ("Mohon membuka kaca helm mobil saat keluar masuk" atau "Kaca helm mobil wajib dibuka saat masuk atau keluar demi keamanan dan identifikasi").

Unnatural Sentence Segmentation

The next form of syntactic issue involves segmentation that does not align with proper pausing conventions or syntactic logic. Inappropriate segmentation often occurs due to spatial limitations in visual design. However, this disrupts the fluency of comprehension and reading intonation. One example is the sentence "Gunakan pena mu dengan kata// kata kebaikan" ("Use your pen with words// words of kindness") (see Figure 5).

Structurally, the segmentation of this sentence is unnatural. It does not follow the natural syntactic structure of Indonesian, which should maintain the integrity of a meaningful clause. Such segmentation can confuse readers, as the word "kata" at the end of the first line appears to be either the end of the sentence or a standalone object, while "kata kebaikan" on the second line seems like a repetition or a disconnected phrase. As a result, the meaning becomes ambiguous, and readers may struggle to immediately grasp the relationship between the words. This kind of segmentation can lead to multiple interpretations—for instance, whether "word/kata" and "words of kindness/kata kebaikan" are two separate elements or part of a single phrase, such as "kata-kata kebaikan" (words of kindness).

To enhance politeness and clarity, the sentence can be revised as: "Let's use our pens to write words of kindness" or "Let's use our pens to spread kindness" (Yuk, gunakan pena untuk menulis kata-kata kebaikan atau Mari gunakan pena untuk menyebar kebaikan). With a complete structure, proper segmentation, and polite modality, the message will be more easily understood and positively received by the reader.

Excessive Syntactic Compression

In an effort to maximize space efficiency, some landscape-format texts employ overly condensed sentence structures that omit essential elements. The following is one such example (see Figure 6).

At the bottom of this landscape, there is a sentence that reads: "Membaca buku membuka pintu untuk berbagai petualangan seru dan pengetahuan baru" (Reading books opens the door to various exciting adventures and new knowledge). This kind of structure is not only difficult to comprehend, but also disrupts the logical flow of the language. Excessive syntactic compression gives an impression of haste and tends to reduce the credibility of the message being conveyed.

The sentence "Membaca buku membuka pintu untuk berbagai petualangan seru dan pengetahuan baru" (Reading books opens the door to various exciting adventures and new knowledge) semantically communicates a positive message about the benefits of reading. However, from a syntactic perspective, the sentence suffers from overly compressed structure, resulting in ambiguity and a lack of politeness in how the idea is expressed. The syntactic compression occurs due to the use of two main verbs in succession without an intermediary that clarifies the logical relationship between the parts of the sentence—namely "membaca"

(reading) and “membuka” (opens). Such a sentence can create grammatical uncertainty in determining the subject and predicate. It is not explicitly clear whether “membaca buku” (reading books) functions as the subject or as part of a complex predicate. This syntactic impoliteness is also evident in the absence of conjunctive elements or modifiers that could connect the clauses in a more courteous and informative manner.

Mixed Code without Clear Syntactic Structure

Linguistic landscapes also reveal a tendency to mix Indonesian with foreign languages without maintaining sentence structure unity. Although code-mixing functions as a mechanism for identity construction—helping to bridge linguistic gaps and navigate social environments (Zafar Nazeer Awan et al., 2025), and is often intended to attract attention or appear modern, such language mixing frequently lacks logical syntactic cohesion, thereby obscuring sentence structure and meaning. This reflects a violation of syntactic principles and a lack of linguistic awareness in message design. Instances of syntactic impoliteness also emerge in the use of code-mixing that is not accompanied by complete and consistent sentence structures. One such example can be seen in Figure 7.

The sentence “OSIS open member untuk ke 2 kalinya. OSIS SMA Pusaka 1 open recruitment. Dibuka untuk Kelas 10” (OSIS is opening membership for the second time. OSIS of SMA Pusaka 1 is holding an open recruitment. This opportunity is open to Grade 10 students) is an example of a linguistic landscape in a school environment that features both code-mixing and syntactic impoliteness. From the perspective of code-mixing, the sentence combines elements of Indonesian and English in a disjointed manner. The phrases “open member” and “open recruitment” are examples of lexical insertions from English into an Indonesian sentence structure. However, the use of “open member” is semantically incorrect in both languages. In English, this phrase is uncommon; the correct expressions would be “membership open” or “member recruitment.” While “open recruitment” is idiomatically acceptable, the sentence fails to clarify who is organizing the recruitment and for whom the event is intended.

From the perspective of syntactic politeness, the use of imperative statements or fragmented phrases without complete structure reflects a tendency toward an unfriendly tone. In the context of communication within educational settings, delivering information should take into account politeness—both in word choice and sentence construction. Ideally, such information could be presented in a more polite and communicative manner. For example: “OSIS SMA Pusaka 1 kembali membuka pendaftaran anggota baru untuk siswa kelas 10. Mari bergabung dan jadilah bagian dari perubahan positif di sekolah kita!” (OSIS of SMA Pusaka 1 is once again opening registration for new members from Grade 10 students. Come join us and be a part of the positive change at our school!). This sentence is not only more grammatically correct but also conveys an inviting tone that is polite, clear, and communicative.

Structural Redundancy

Some texts within the linguistic landscape also exhibit syntactic forms that are structurally redundant or excessive. Such sentences often involve repeated subjects or disproportionate phrase expansions, which can confuse readers and hinder communication effectiveness. Redundancy complicates language use, and in fact, redundancy itself can have contradictory effects (Leufkens, 2023). Syntactic redundancy reflects a lack of attention to the principles of linguistic efficiency and precision—principles that should be instilled in educational environments. One such example is shown in Figure 8.

The sentence “Jalur mutasi adalah jalur dalam penerimaan murid baru yang diperuntukkan bagi calon murid baru yang berpindah domisili karena perpindahan tugas dari orang tua dan bagi anak guru dan anak tenaga kependidikan yang mendaftar di satuan pendidikan orang tua mengajar atau bertugas” (The transfer pathway is a route in new student admissions intended for prospective students who relocate due to their parents’ job transfers, as well as for children of teachers and education personnel who enroll in the educational institution where their parents teach or work) contains several linguistic issues when analyzed from the perspective of structural redundancy and syntactic impoliteness.

From the perspective of structural redundancy, this sentence contains unnecessary repetition of meaning, resulting in structural inefficiency. For instance, the phrase “jalur dalam penerimaan murid baru” (a pathway in new student admissions) already clearly conveys the context, making the repetition of “calon murid baru” (prospective new students) redundant, as its meaning is already implied in the previous phrase. Additionally, the phrase “berpindah domisili karena perpindahan tugas dari orang tua” (relocate due to parents’ job transfers) also includes a repetition of ideas—“berpindah” (relocate) and “perpindahan” (transfer)—which both refer to the same process. This wording can be condensed into a more concise form without losing its meaning, for example: “berpindah domisili karena tugas orang tua” (relocating due to parents’ job assignments).

Moreover, the sentence is overly long and lacks clear structural pauses, making it difficult for readers to understand. This complex, multi-clause sentence is not organized with appropriate conjunctions or punctuation, resulting in overlapping clauses that blur meaning. The phrase “bagi anak guru dan anak tenaga kependidikan yang mendaftar di satuan pendidikan orang tua mengajar atau bertugas” (for the children of teachers and education personnel who enroll in the educational institution where their parents teach or work) is also syntactically flawed, as it fails to clearly express possession and purpose. At several points, the sentence seems to lack a clear subject or predicate due to its overly complex structure.

Structural Inconsistency with Spelling

The most common form of impoliteness found is the inconsistency between structure and spelling. This error includes the use of capital letters, mixing capital and lowercase letters, punctuation usage, and the incorrect use of abbreviations according to the rules of Indonesian spelling. Not adhering to spelling accurately reflects a form of syntactic impoliteness because spelling is a tool for marking structure in writing.

Sentence such as "Daur Ulang Sampahmu!! Untuk Kebersihan Lingkungan Kita" (Recycle Your Waste! For Our Environmental Cleanliness") (see Figure 9) contains some inconsistencies, both in terms of spelling and syntax structure, indicating a lack of politeness in language use. In terms of spelling, the use of two exclamation marks in a row ("!!") does not comply with the rules of the Perfected Spelling of Indonesian Language (PUEBI), as only one exclamation mark is allowed in a sentence. Excessive writing like this is considered non-standard and more expressive in informal contexts or social media. Additionally, the capitalization of every word in the sentence is not appropriate. In Indonesian language writing rules, capital letters are only used for the first letter of a sentence or for proper nouns, not for every word in a phrase or sentence. This mistake reduces the formality and accuracy in conveying the message.

Violations of spelling rules are not just technical errors, but also indicate a lack of care in composing educational messages intended for the public. Inconsistencies in spelling are a form of syntactic impoliteness as they disrupt sentence structure and readability, and lower the quality of formal communication, especially in educational environments that should serve as a model of good language use.

In terms of syntax, the sentence consists of two parts that do not form a cohesive structure. The first clause, "Daur Ulang Sampahmu!!" (Recycle Your Waste!!), is an imperative sentence that is a command or invitation, while the second clause, "Untuk Kebersihan Lingkungan Kita" (For Our Environment's Cleanliness), is just a prepositional phrase that does not have a predicate. As a result, the relationship between the parts of the sentence becomes unclear and requires additional interpretation from the reader. The syntactic impoliteness is reflected in the use of incomplete, ineffective structures that do not adhere to the prevailing language norms. In the context of public communication, this impoliteness can reduce the persuasive power of the message and even lead to ambiguity. The sentence would be better if rewritten in a polite and effective manner, for example: "Mari daur ulang sampahmu demi kebersihan lingkungan kita" atau "Ayo, daur ulang sampah untuk menjaga lingkungan tetap bersih" (Let's recycle your waste for the cleanliness of our environment" or "Come on, recycle waste to keep the environment clean). These revised sentences not only adhere to spelling and structure but are also more communicative and demonstrate a polite and educational language attitude.

Foreign Language Structural Dominance

Using a foreign language without providing a translation or explanation is a form of syntactic impoliteness. This is considered impolite as it disregards the linguistic diversity of students' backgrounds and overlooks Indonesian as the main language in the public education space. Here is an example (see Figure 10).

The predominant use of foreign languages in the linguistic landscape, especially in the educational environment and public spaces in Indonesia, can be categorized as a form of syntactic impoliteness. This impoliteness arises not only from the choice of words but also from the overall use of foreign languages that disregards the structure and syntactic norms of the Indonesian language, which should be the main and official language in public communication according to the mandate of Law No. 24 of 2009 concerning the Flag, Language, State Symbol, and National Anthem.

Furthermore, the dominance of foreign language structures in the linguistic landscape reflects a lack of concern for good language ethics in the sociolinguistic context of Indonesia. In terms of syntactic politeness, sentences that are entirely in a foreign language break the connection with the structure of Indonesian sentences, which is considered impolite as it does not give proportional and functional placement to the national language. Therefore, in arranging a polite linguistic landscape, efforts should be made to use Indonesian language entirely, or at least to juxtapose foreign languages with Indonesian equivalents on an equal footing. This way, sentence structures remain in accordance with national syntactic rules, and the values of politeness in language use are preserved.

Use of Non-Standard Words

Linguistic landscape serves as a valuable resource for language educators by providing a dynamic platform for language teaching. The integration of linguistic landscape can contribute to maintaining language standards, addressing challenges arising from language contact, and fostering critical thinking skills in learners (Budinčić & Zubkova, 2023). However, non-standard word usage is still found in the linguistic landscape of schools. The use of non-standard words in the linguistic landscape of schools falls under the category of linguistic impoliteness, particularly in the aspect of syntactic impoliteness related to non-compliance with spelling and word formation rules. An example is the use of "kran" instead of "keran" (see Figure 11).

The example sentence "Ayo hemat energi. Matikan kran jika tidak digunakan" (Let's save energy. Turn off the tap when not in use) contains the word "kran", which does not align with the standard form listed in the Kamus Besar Bahasa Indonesia (KBBI). The correct standard form that should be used is "keran." The use of non-standard words like this reflects a lack of precision in selecting appropriate linguistic elements and indicates a form of syntactic impoliteness, as it disregards officially recognized language norms in Indonesia.

Such impoliteness is implicit but has long-term consequences, particularly in shaping students' linguistic habits and knowledge. If such errors are left uncorrected across various visual media in schools, students may come to view non-standard forms as correct, ultimately undermining their language competence. Moreover, from a pragmatic and metapragmatic perspective, the choice of non-standard word forms also reflects carelessness and a lack of institutional responsibility in promoting polite and proper language use in educational settings.

DISCUSSION

The linguistic landscape of a school is an important part of the educational environment that serves not only as a means of conveying information but also as a language learning medium that is constantly exposed to students. Therefore, every linguistic element that appears in school public spaces should contain educational, communicative, and polite values in a pragmatic and syntactic manner.

The research findings revealed 194 instances of syntactic impoliteness categorized into 10 categories. These findings indicate that the linguistic reality in the school environment does not fully reflect the principles of language politeness, both in terms of sentence structure and word choice.

Imperative Sentences without any Modalization were found in 18 data (9.28%), reflecting a tendency to use direct and authoritative command forms without any mitigation strategies. In politeness theory, such forms disregard important negative politeness strategies that are crucial for maintaining the interlocutor's self-image. In an educational context, this poses a risk of instilling an authoritarian communication pattern that lacks respect for individual autonomy (Herman et al., 2025).

Incomplete syntactic constructions were found in 17 data (8.76%) and **ambiguous sentence structure** were found in 10 data (5.15%). These findings indicate a lack of clarity in constructing coherent and clear sentence structures. This condition can disrupt the reader's processing of meaning and impact the failure to achieve communication goals. It violates the maxim of clarity in the principle of cooperation and can reflect rudeness by placing the burden of understanding on the reader.

Unnatural sentence segmentation was found in 9 data (4.64%) and **excessive syntactic compression** was found in 4 data (2.06%). These findings indicate an imbalance between visual efficiency and semantic integrity. These sentences may be intended to save space, but they become less communicative and even deviate from the syntactic conventions of the Indonesian language. Unusual sentence fragmentation can also reduce students' ability to recognize standard sentence structures. Khairah & Ridwan (2014) asserts that Indonesian language is very strict in terms of word order in sentence structure.

Mixed code without clear syntactic structure was found in 26 data (13.40%), **structural redundancy** was identified in 14 data (7.22%), and **foreign language structural dominance** was found in 11 data (5.67%). These findings indicate the infiltration of globalization elements without adequate linguistic filters. This has the potential to blur the national language identity and erode sensitivity towards Indonesian language syntax structure. Pragmatically, the use of foreign languages in total or mixing codes without clear structure is a form of rudeness because it disregards the understanding of the local audience, namely students who should be introduced and accustomed to Indonesian language properly.

Structural inconsistency with spelling is the most dominant form, accounting for 63 data (32.47%). Spelling is an integral part of syntax in written language as it serves as a marker of relationships between elements in a sentence. These inconsistencies are not just mechanical errors but also reflect carelessness and can be interpreted as linguistic impoliteness as they hinder the process of understanding messages efficiently and accurately.

The use of non-standard words was found in 22 data points (11.34%). This finding indicates a lack of precision in selecting appropriate vocabulary in an educational context. Inaccuracy in word choice can weaken students' understanding of standard Indonesian language forms and contribute to a permissive attitude towards non-standard language. From a syntactic perspective, the use of non-standard words can also disrupt the cohesion and coherence of the text.

The interpretation of these findings indicates a lax enforcement of language norms in the school environment, especially in the visual and non-formal domains. The linguistic landscape, which should be an extension of the language education curriculum, actually contains many systematic language violations. The syntactic impoliteness found is not only due to the writer's lack of knowledge but also reflects a lack of editorial role or supervision from educators, especially Indonesian language teachers.

Furthermore, these findings also reveal a gap between the teaching of Indonesian language in the classroom and language practices in the public spaces of the school. Schools, as institutions shaping linguistic character, should be role models in the proper, correct, and polite use of the Indonesian language. However, when the linguistic landscape itself does not reflect these values, the school indirectly allows desensitization to language errors.

Syntactic impoliteness in the school landscape is not just a technical issue but an ideological and pedagogical problem. It relates to how language is positioned in education: as merely a tool or also as a value to be upheld. These findings indicate the need for language policy interventions in schools, quality control of visual texts, and active involvement of language teachers in the development of visual school materials to align with the principles of linguistic politeness and the formation of students' linguistic character.

CONCLUSSION

This study reveals that the linguistic landscape in the school environment does not fully reflect the principles of language politeness, especially in terms of syntax. Out of a total of 210 analyzed data, 194 were found to be syntactically impolite, while only 16 adhered to politeness. This syntactic impoliteness is not just a technical linguistic issue but also has pedagogical and ideological implications in language education. The linguistic landscape should serve as a passive learning medium that reinforces students' language competence, but it can become a source of habituation to deviant linguistic forms if not properly monitored. These findings emphasize the importance of monitoring and nurturing language in every visual communication element in the school environment. Indonesian language teachers, educational staff, and school administrators need to actively participate in the design and revision of visual texts. This way, schools can play a more significant role in shaping a polite, educational, and language-compliant ecosystem.

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FIGURE 2
Imperatives without modalization.



FIGURE 3
Incomplete Syntactic Constructions.



FIGURE 4
Ambiguous Sentence Structure.



FIGURE 5
Unnatural Sentence Segmentation.



FIGURE 6
Excessive Syntactic Compression.



FIGURE 7
Mixed Code without Clear Syntactic Structure.



FIGURE 8
Structural Redundancy.



FIGURE 9
Structural Inconsistency with Spelling.



FIGURE 10
Foreign Language Structural Dominance.



Figure 11
Use of Non-Standard Words.