The Role of Language in Thought Formation and Personality

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Abstract

Language is a communication tool that plays an important role in social life as a representation of minds and individual and group identity. Language consists of a series of sounds systemized in the form of symbols, and has free, significant, conventional, universal, productive, diverse, dynamic, and humane characteristics. As a communication tool, language allows individuals to interact in social groups, convey messages, and identify themselves in society. In addition, language reflects mental representation, where the form and structure of language follow or mimic minds and ideas. Language is also considered a personality trait that reflects an individual's beliefs and values. This research aimed to increase understanding of the role of language as a communication tool, mind representation, and identity. The research method involved an in-depth literature review, analysis of linguistic data, and observation of social phenomena in everyday language use. The analysis used a descriptive and interpretive approach to understand the relationship between language, mind, and identity. The results showed that language not only functions as a tool to convey messages but also as a medium that reflects mindset, cultural values, and social identity. The choice of language code was closely related to language ethics, influenced by a community's social and cultural rules. This research concluded that language was a reflection of human complexity in thinking, communicating, and building identity. Using language in accordance with language ethics contributed to forming a positive image of individuals in society.

Keywords: Nature of Language; Communication Tool; Mind Image; Personality Image

Introduction

Language is the most effective tool for communication in people's lives. Language is used every day by humans. It is essential for all aspects of human life. In communication, language has achieved the goal of conveying a message if the use of language at least can be understood in accordance with the speaker's intent and purpose. All speeches at official events must follow certain standards. An important contextualization that a speaker should pay attention to when learning the intent and purpose of a particular communication, either spoken or written, is how the purpose of language can be achieved or accomplished. Human life is greatly influenced by both spoken and written.

The meaning of spoken language often becomes biased when heard by the listener. It also applies to written language when people read it. In addition, it is because of the reader's lack of understanding of the meaning expressed and implied in the work (Olson, 1977). In other words, the rationality of thinking well and correctly can obscure the meaning of words or sentences that comprise the form and content of written or spoken words that are repeatedly intended by both the speaker and the writer. Language serves not only to communicate but also to convey opinions, ideas, and arguments to others. Therefore, the social role of language is very important to communicate with society as a whole (Lewis, 1977).

During communication, both communicators and communicants need language skills to understand what is being said to describe and distinguish each social issue throughout the interaction process. The user determines the language. It is where the element of language plays a very important role in communication. The relationship between language and communication is very close, as shown by the understanding of language according to linguistic formulations and communication perspectives, namely, language as a tool or medium of communication used by humans to interact with each other together. Instead, language is a necessary medium for communication. Language is a message usually conveyed in expressions as a way to communicate in some specific activities.

According to Sapir (1949) language is an arbitrary system of sound symbols used by a group of people to communicate, cooperate, and identify themselves. Considering the definitions in the dictionary, language can also function as a symbol of sound, like the notes in tune, but the function of a symbol or the benefit it provides is different for both. Whether we realize it or not, the role of language is highly dominant in various daily human activities, including political, social, legal, and educational communication. Without language, there is no meaning and value. The history of language is the history of world civilization. Old Greek philosophers like Aristotle paid attention to the role of language as a means of seeking and expressing truth.

Every human action expressed through language can be understood through communication. Therefore, the use of language in the communication process is emphasized. Almost all information and communication come from language. According to Sharma and Singh (2023) the culture and character of each nation influence how they use language in daily communication. Language affects the way people think, act, and behave. Language can bring positive changes to all aspects of communication. According to Sanford (1942), language can be used in any context and in a good and correct position. Various aspects and perspectives of language in various contexts and circumstances when communicating make its study more dynamic and complex.

Language is an important part of human life. Language is very important in communication. Language serves as a communication tool, and those have an inseparable relationship as language serves as a way to communicate and one's emotions towards others. Good language helps. The people we communicate with understand our message, which affects how the communication unfolds. The definition of language consists of two parts. First, the sound produced by the speech organ. Then, the meaning contained in the sound. The sound comes from vibrations that drive our hearing instruments. Any sound made by human speech cannot be considered a language unless it has meaning. The conventions of a particular society determine whether every utterance has meaning.

Each language community, large or small, conventionally agrees that every sound structure and expression carries a different meaning. It creates a collection of sound structures, each serving a unique purpose within the community. Language is an important part of human life. Without language, people cannot live well and orderly lives. They cannot interact well and easily with each other. Without this continuity, they also cannot capture the feelings and desires of their interlocutors. It also leads to differences and lack of emotional bonds with each other. Language is part of civilization and culture because it allows humans to convey their ideas, desires, feelings, and experiences to others. In a linguistic dictionary, language is defined as a free unit of sound symbols used by society members to cooperate, interact, and identify themselves (Kačmár and Körtvélyessy, 2023).

Method

This research method used a qualitative approach with the type of literature review research. The data sources in this research included various scientific references, such as books, journals, articles, dissertations, theses, and other documents relevant to the research topic. The data sources were selected purposively, focusing on references that discuss language as a means of communication, mind representation, and identity. The research instrument was a data recording guide designed to identify, classify, and organize information from literature sources. Data collection techniques were conducted through searching, reading, and analyzing documents. The collected data were analyzed using the descriptive-analytical method, with steps including data reduction, data presentation, and conclusion drawing to describe the function of language as a communication tool and its relevance in daily life. This research attempted to describe things related to language as a means of communication, including the function of language as a means of communication and communication in everyday life, which explains why humans communicate and the language used when communicating in daily life.

Results And Discussions

1. Language as Communication Tool

Language is a form of message sent through expression as a means of communication in certain situations and various activities, as mentioned by (Mazhitayeva et al., 2019). Expressions encompass both segmental and suprasegmental elements, in spoken and kinesic forms, enabling sentences to convey diverse messages through various methods. This language ability is applied through good speaking and writing skills. Rhetoric is referred to as the ability to manage language by using character or good intentions (ethos), evoking the emotions of the listener or reader (pathos), and logical arguments (logos) in a way that can influence the reader or listener through messages conveyed in oral or written (Kharchenko, 2017).

Ismoilov (2023) stated that language could be explained as 'an arbitrary system of vocal symbols used for human communication', meaning that language is an arbitrarily chosen system of sound symbols used for human interaction. Bloch and Trager also argued that language is 'a system of selected sound symbols used for human communication', which means that language is a set of sound symbols arbitrarily chosen by a social group to work together. Eflova and Maximova (2019) explains that language is a system consisting of chosen symbols and sounds that are meaningful, conventional, unique, universal, productive, diverse, dynamic, and specifically human. Language is also an important means of social interaction and reflects the identity of its speakers.

According to Eflova and Maximova (2019), language is a communication tool with special characteristics that distinguish it from languages created by other creatures of God. In other words, language is the natural human ability to communicate, allowing humans to live and grow. Robinson, Gabriel and Katchan (1994) states that language is a group of organized sounds that act as a communication tool for individuals to interact with interlocutors, creating cooperation between speakers and interlocutors. Eflova and Maximova (2019) describes language as a complex system that uses sound symbols to communicate with properties that are conventional, unique, universal, productive, varied, dynamic, and embrace the human side.

In addition, he states that language acts as a tool to communicate between individuals and as a reflection of the identity of its speakers. According to Eflova and Maximova (2019), language is a means of communication with distinctive characteristics that distinguish it from the language owned by other creatures of God. It means that

language is a human inheritance that allows them to interact and grow together. The sound referred to in language according to Miller (1967) contains several things, including:

a. Pholological information, phonological information refers to sounds that organize meaning
b. Syntctic information, information expressed in the form of sentences.
c. Lexical information, information contained in each lexeme.
d. Conceptual knowledge, concepts
e. Have some system of beliefs to evaluate what he hears.

According to Hill (1958), there are five properties of language in the form of sound, as follows:

1) Language is a system of systemized sounds produced by the human speech apparatus.
2) The relationship between language sounds and objects (reference) is arbitrary. It means that the relationship between sounds and their form in the form of objects or concepts is arbitrary. The evidence is the sound *cai* in Sundanese, *air* in Colombian, and water in English.
3) Language is a system. Every language in the world has its own system. The Colombian language system is different from the English system and other languages in the world.
4) Language is a set of symbols. Indeed, the sounds produced by human speech are symbols. For example, the sound of *kuda* is /k,u,d,a/ if we voice it and has the form of *kuda*. If we write it down in Colombian (because in English it would be written (h,o,r,s,e). We understand these symbols when they are within a language we know.
5) Language is perfect, meaning that the language we use can be added to other elements in the form of hand gestures, changes in facial expression, or the addition of suprasegmental elements to each speech unit. Based on the above opinions, it can be concluded that language is a systematic, symbolic, arbitrary, meaningful, conventional, unique, and universal means of communication.

2. Language Process

According to Bloomfield (1933), the language process is described as follows:

S ⟶ R……………….S……………..R

S = Stimulus
R= Response

Bloomfield (1933) views the language process as explained below:

a. Stimulus

Each spoken step begins with stimuli from the surroundings, such as a real object, event, or idea to convey.
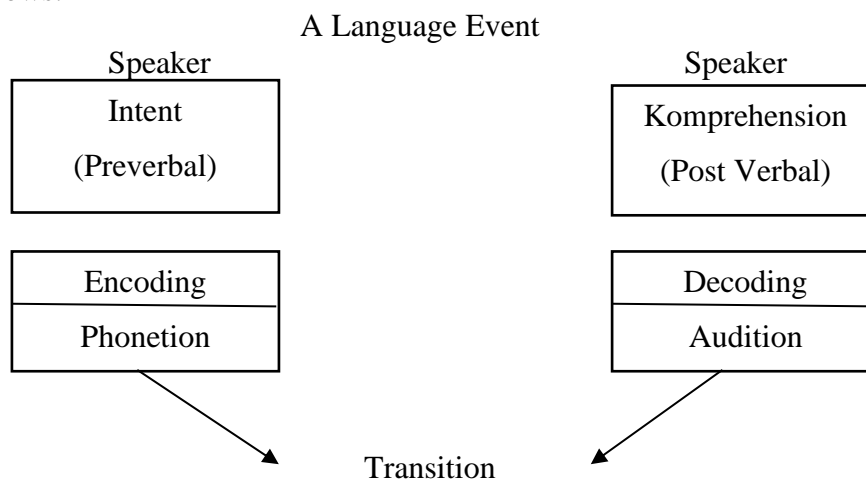
b. Response

Individuals who receive stimuli will issue a response in the form of speech. This speech physically displays the minds or ideas that are to be conveyed.

c. Situation

The context in which communication occurs is crucial to establishing the meaning of what is said. Meaning is not only determined by the structure of the language but is also influenced by the social and cultural context in which the expression is conveyed. Despite its limitations, Bloomfield's theory remains relevant in contemporary linguistic studies. The structural approach provides a useful framework for systematically analyzing language structure. In addition, the concept of stimulus-response-situation remains relevant to explain how basic communication occurs. Bloomfield's theory of language processes has been invaluable in advancing the field of linguistics. Despite criticism, it is still considered a crucial milestone in understanding the complexity of human language.

Recent research has elaborated and refined Bloomfield's theory to provide a deeper understanding of the language phenomenon. Brooks (1964) describes the language process as follows:

A Language Event

Speaker	Speaker
Intent (Preverbal)	Komprehension (Post Verbal)
Encoding	Decoding
Phonetion	Audition

Transition

From a neurophysiological point of view, language-related elements are organized in the left hemifir in the superior region, as found in Broca and Wernicke. In the center of the human brain lies the centerscale system, also known as the centercephalic system. It is between Broca's, Wernicke's, and the superior context. The central perceptual system oversees any stimuli that arrive in the brain, including through the eyes and ears, before being processed in the relevant areas of the brain. McCrae (1990) states that Broca's area regulates speech.

3. Relationship between Form and Meaning

According to Devitt and Hanley (2006), the meaning of a phrase depends on how it is used: if we say the word cat to refer to a dog, it will not have the same meaning because there is a factual reference associated with the form. In the basic property of acceptance, the meaning of a word is determined by the sentence accepted by the user. As a guide, What do you mean? is not synonymous with What are you talking about? Generally, questions about the subject of the sentence and such investigations usually center on the position of the words when the sentence is a standard declarative sentence. According to James Higginbotham Devitt and Hanley (2006), the concept of reference is central to the meaning of language.

He explains that communication does not have to strictly distinguish references determined by context from references determined by language. It shows that the meaning of language changes depending on the context in which it is used or how language is used in a particular culture in a certain way. The relationship between chicken and the criteria used may be arbitrary or conventional. We lack information on when people began referring to poultry as chickens. Certainly, the animal was known as a chicken from birth. Aristotle and Plato were investigating the relationship between symbol and reference. There may be no connection between the symbol and the referent. The relationship is considered natural as it has been established by agreement since ancient times.

4. Language Learning Process

The language learning process involves a complex series of steps involving cognitive, social, emotional, and physical aspects. In first or second language learning, the main concern is the ability to understand, use, and communicate with the language effectively in everyday life. Language learning is complex, involving the process of mastering and understanding language, and is influenced by various factors, such as

cognitive and social. This process can be classified into two main categories: language acquisition and language learning. Language acquisition refers to the natural process by which individuals, particularly children, acquire their first language. This process takes place without having to be formally taught, generally through interaction with their social environment.

Aitchison mentioned that children experience language development through various stages, from experimenting with sounds to mastering fluent speech when they reach age 10. As mentioned, several things can affect the language acquisition process, including:

a. Social environment: Children learn language through interaction with adults and peers around them.
b. Cognition: Children's cognitive abilities also play an important role in understanding and using language.
c. Experience: Exposure to language in the context of everyday life is essential for the development of language skills.

Language learning occurs when someone has mastered their first language and is interested in learning a second or more. This process is more structured and often involves formal instruction. Krashen (1982) stated several hypotheses about how people learn a second language, including:

a. Acquisition vs. learning hypothesis: acquisition is an unconscious process, whereas learning is a conscious process involving rules.
b. Input hypothesis: emphasizes the importance of exposure to appropriate language to facilitate learning.

The language learning process can be divided into several stages:

a. Predisposition stage: The learner shows interest in learning a new language.
b. Initial production stage: The learner starts using simple phrases.
c. Early speech stage: Increased ability to speak in more complex sentences.
d. Fluent stage: The learner can communicate fluently and understand more complex grammar.

Various theories have been developed to understand the language learning process, which can be explained as follows:

a. Behaviorism Theory: Emphasizes repetition and reinforcement in learning.
b. Nativism Theory: Proposes that humans have an innate ability to learn language.
c. Constructivism Theory: States that learning is an active process in which individuals construct their knowledge through experience.

When people learn a first language (B1) and live in a B1 speaker environment, they strive to master B1 to interact with others. Moreover, survival is impossible without learning the people's language in their community. In addition, their situation becomes better because everyone around them actively uses the language. They have no sense of identity as members of society, even if they are unable to speak the language of those around them. No one fails to master their B1, and this process happens naturally (Cantor, 1990). Those who learn languages in school make quite a few language mistakes. Some fail even after being tested and graded. This happens not only for learning B2 or foreign languages but also for learning B1. Many Colombian children who are given B1 as a local content subject are not proficient. For this reason, we need to understand the research results of three experts (Krasen, 1976; Bialystok, 1979; Stevicks, 1980).

a. Krashen Model of Language Learning

Krashen (1976) explored how adults acquire a second language or a foreign language. The results showed that the way children learn language is different from

adults. Furthermore, other researchers decided to take five main theories based on Krashen's research. One of these theories is as follows:

1) The Acquisition-and Learning Hypothesis
2) The Natural Order Hypothesis
3) The Monitor Hypothesis
4) The Input Hypothesis
5) The Effective Filter Hypothesis

According to the perspective of language acquisition theory, the process of learning a child's first language occurs unconsciously and naturally. This process is known as acquisition (development). Adults learning a second or foreign language intentionally use the language and communicate orally. Adults learn language through the official rules that apply. This process is known as learning (Anderson, 2013). As a result, the language acquisition process differs between adults and young people.

b. Bialystok Model of Language Learning

Bialystok's model (1979) suggested that the language learning process is divided into three stages input, knowledge, and output. The input stage involves the learner's language experience, who is exposed to learning to read and speaking skills. Hence, a large number of children get greater opportunities. More insights will be gained if you learn to read or speak. The information storage is known as the state of knowledge. This type of storage involves storing information indirectly through intuitive knowledge, known as acquisition by Krashen and figurative knowledge by Piaget. Explicit information storage also includes storing knowledge in a form that uses language intentionally. It aligns with Krashen's concept of learning and the practical knowledge used by Piaget. Storing data explicitly involves additional knowledge, such as how information is connected to language, culture, and attitudes. Explicit knowledge does three things, namely as follows:

1) A basic portion of new information before it is stored in implicit knowledge.
2) As an information repository that is always explicitly revealed.
3) As an articulation system for implicit knowledge that may be used or used explicitly.

One of the benefits of indirect knowledge is that it is a repository of all the information needed to convey and understand the target language. Language output reflects our understanding and the way people convey words. Language expression falls into two categories, immediate expression and slow expression.

c. Stevicks Model of Language Learning

The language learning model designed by Earl W. Stevick, an expert in the language teaching field, highlights the importance of the interaction between cognitive, affective, and social elements in language learning. Stevick also emphasizes the human element's significance in successful language learning, focusing on the psychological and emotional aspects of learners. Stevick asserts that language learning does not only revolve around memorizing grammar and vocabulary but also requires understanding how language operates in real situations. It emphasizes the importance of mastering the mechanics and how the learner can absorb and process information more deeply. Every individual has a different way of learning a language. Some are more effective at learning analytically, while others are better at experiential learning. Stevick emphasizes the importance of learners finding strategies that suit their learning style.

Stevicks (1980) followed in Krashen and Bialystok's tracks to figure out the Monitor theory. He used the Levertove Machine diagram to illustrate the process of language acquisition. This diagram illustrates the following features:

1) Learning outcomes are stored in an acquisition repository.
2) Language learning can be output material.

3) The roles and functions of acquisition and learning are not strictly separated.
4) The affective factor becomes a *rheostat* (*ptensiometer*) that can make the learner sensitive to the acquired system. In certain situations, a person may be able to speak very smoothly, but at other times may be very slow. It happens when the monitoring process is underway.

The basic principles of the Stevicks model learning process can be explained as follows:

1) People, not methods, are what ultimately determine the success of a language course: According to Stevick, people are more important than learning methods. The success of language learning is more influenced by how humans interact, whether cognitively, affectively, or socially, than the teaching method itself.
2) Affective Experience: Affective experiences and a positive learning atmosphere can greatly influence the learner's motivation and success in mastering a language.
3) Language Use in Context: Stevick encourages the use of language in meaningful contexts rather than simply memorizing rules. The learner should be engaged in language use in real-life situations.

Stevick's language learning model emphasizes the importance of recognizing the cognitive, affective, and social aspects of the language learning process. In order to achieve optimal results, the learner needs not only an intellectual understanding of the language but also emotional support and social engagement. The interaction between the learner and the teacher, along with the use of language in real situations, plays an important role in achieving successful learning according to this approach. Language learning involves a lively relationship between learning and acquisition experiences, influenced by the surrounding environment and individual cognitive traits. By understanding these mechanisms, educators can design more effective teaching strategies to help students acquire language skills well.

5. Language and Mind Image

We can see the link between language and mind processes by trying to contemplate without using language. We definitely won't be able to do so. We can clearly see what is in a person's mind. If a person feels disorganized, his words are usually reflected as disorganized, when considering complicated matters, the person is typically reluctant to speak. In addition, there is also the opinion that language reflects a person's minds on what they are talking about. Minds or ideas naturally form language with spontaneity, following or mimicking the patterns of minds or ideas. However, if people look closely, language is a mere manifestation of minds or ideas. Thus, studying language without linking it to the analysis of ideas is a mistake because language cannot stand alone without ideas, and vice versa. Therefore, we should be careful, but not afraid when using language. We can judge how intelligent others are by what we write and say. Language is the core of our intelligence. According to Sapir (1927), several language corpora reflect our society's mindset. The first is abbreviated as a manifestation of inconsistency. For example, there are some inconsistencies between the definitions of mandatory and clear donations; there are differences between the definitions of mandatory and sufficient donations and between sufficient and clear definitions. Although the movie's title was intentionally coined, many do not realize that the sentences used are not commonplace. Following, reducing poverty, and improving people's quality of life are some of the phrases that are often discussed.

Chasing is like trying to catch a thief or a bus. We cannot achieve the results we are aiming for. In the concept of "alleviating", we will receive everything we alleviate. We will get clothes from the clothesline by gently picking them up. It is natural if we

continue to be backward and have no wealth. Then, the phrase to educate the nation should not be appropriate because what is educated is the soul. Can we consider better educating Colombian people?.

6. Language and Personality Image

The ethics followed by a person reflect their personality. The relationship of language ethics is closely related to social norms, cultural structures, and people's communication rules. Therefore, language ethics regulates aspects such as what we should tell others about our social and cultural status in a particular society in a specific situation, the type of appropriate language for a particular sociolinguistic and cultural situation, the right way and time to speak when interrupting others' speech, the importance of silence at certain times, and how to pay attention to voice quality. When someone can use language appropriately, they are considered an expert in speaking. Some things that need to be considered regarding language politeness are as follows:

a. Politeness is part of speech; therefore, it is not the speech itself;

b. The listener's opinion determines whether politeness is included in the utterance; and

c. Politeness is related to the rights and obligations of the parties involved in the interaction. In other words, an utterance that sounds polite is determined by whether the speaker respects his interlocutor by fulfilling his obligations.

Most of the time, polite etiquette is related to people communicating with each other. Language ethics is also related to interpersonal rhetoric, which carries some polite principles. It is part of the discussion in the philosophy of language about Grice's terminology, which is also detailed by Leech (2014) as follows, (1) tact maxim is doing the best for others while avoiding making as few mistakes as possible; (2) generosity maxim suggests not seeking too much personal benefit and avoiding as much personal harm as possible, (3) approbation maxim indicates not to seek too much personal benefit and to give as much praise as possible to others, (4) modesty maxim directs us not to seek too much personal benefit and to reduce self-praise as much as possible.

The use of language elements that do not conform to politeness theory can also affect the assessment of a person's character. Brown and Levinson developed the most important theory of politeness in 1978 and revised it in 1987. The concept of face is central to this theory. In the concept of politeness, face refers to an individual's understanding of himself or herself, this perception can be affected, maintained, or enhanced through social interaction. Every individual has good and bad sides. Friendly facial expressions reflect a desire to be liked, accepted, and appreciated by others. A negative face indicates a desire not to be bothered or burdened and allows them to choose what they want. The impoliteness arises because of the threat to the speaker's self-esteem, which threatens the self-esteem associated with the targeted individual's identity. The use of sarcastic-style words also has the potential to disrupt politeness. The word sarcasm comes from French and Latin, which stems from the words *sarcasmos* or *sarkazo*. A sarkazos is a stab that pierces the flesh or heart. Sarcasm can be understood as quite annoying. The more popular term sarcasm is known as *sarx-sarkos*, which refers to sarcasm or satire (Fisher, 1985). However, we hear the term sarcasm more often today. The term "sarcasm" is frequently used to express sharp and scathing words that might hurt other people's feelings. Using these words to demean, ridicule, or insult others in a way that hurts their feelings is against the principles of polite language.

Sarcasm is the use of words that can trigger certain feelings, such as insulted, disappointed, uncomfortable, or angry. In every language, it is important to pay attention to the precision and appropriateness of words when conveying concepts, as using inappropriate diction can make words feel rude and impolite. Once proficiently using

many words, we can express our thoughts smoothly. Scientific writing and mass media require precision and subtlety in conveying meaning and form, hence the importance of choosing the right and appropriate words. Since words are a crucial element in language, writers must take precise steps as they express ideas or minds. Detail and appropriateness are important things to consider when choosing words.

Accuracy plays a vital role in conveying meaning and logic. The choice of words needs to express the meaning well. Thus, the person listening or reading can understand the words as intended. You need to consider whether the word has a connotative or denotative meaning when using this diction, especially when it falls under the category of common words, specific words, or standard diction. Connotative meaning is what comes to mind when hearing the word, which could be different or in line with the actual meaning. In contrast, denotative meaning refers to the basic definition of a word in a dictionary or its associated meaning. The classification of connotations can be done based on the definitions mentioned earlier.

There are three types of connotations that can be encountered. The first is connotations that evoke a favorable impression with their high nature and politeness; the second is less favorable connotations with their potentially dangerous, inappropriate, and rude meanings; and the last is neutral or ordinary connotations, such as the words school, childish, hypocoristic, and nonsensational forms (Nashruddin and Al-Obaydi, 2021). When inserted with satire, using words with negative connotations tends to exacerbate the problem. Literary and classical words are seen as having a high value of flavor or connotation because they tend to be more interesting and appealing to people who are not familiar with them. In our daily activities, we may often use local languages, resulting in a language mix that feels more familiar and warm than Colombian. This situation usually occurs because we feel closer and understand each other in this case, the dangerous connotations are often associated with traditional mystical beliefs. We must choose words wisely at certain moments in life so unwanted desires are not realized. The impacts that arise in the social framework are connected to risky conversions. Non-Structural Curses, Some words are considered inappropriate when used in inappropriate places. Some words have less pleasant connotations because they are often used in negative or undesirable contexts that make them sound unpleasant to the listener and bring up unpleasant associations. Less subtle connotations, Some words sound impolite and abrupt when spoken by common people.

Harsh connotations occur when we over-express a situation using certain words or expressions. When viewed in terms of meaning, it may be referred to as hyperbole, and when viewed in terms of taste value, it may be referred to as harsh connotation. School-Formed Connotations reveal that common taste values are equivalent to taste values acquired from school or learned taste values. Hypocoristic Connotation refers to the use of abbreviated and repeated names of children, which are usually widely used by children. The concept of nonsense form is very common and has no meaning at all. Thus, it is recommended that the chosen words are familiar to the listener or reader so that the message can be more easily understood and accepted by them. An example of a frequently used term is faster to recognize and more successful than a complicated or unfamiliar term.

7. Good Language Effects on Personality and Health

The language used gently and politely greatly influences personality and health elements, both in terms of the mind and the body. Gentle language reflects respectful behavior, empathy, and self-control. Speaking using good language can help a person form a positive attitude towards others and the situation encountered. Speaking politely

can increase self-confidence, as people who use polite language tend to be respected and liked by those around them. Individuals who are familiar with the use of polite language often show better social skills. They tend to be friendly and able to maintain good relationships with others so people around them feel comfortable and trust them. The ability to communicate effectively and positively can also enhance leadership and cooperation skills in the workplace or socially.

Polite language helps a person consider their words, respect the feelings of others, and express their opinions without harming anyone's feelings. It helps develop a more mature person and allows someone to cope with challenging social situations positively. It is said that air can receive messages. Water understands words not only as designs but can also understand their content. Crystals are formed when water realizes that the words conveyed contain positive information. When words full of positivity are conveyed (written or spoken), the crystals formed will blossom beautifully, like a flower in bloom. When mixed with a negative word, the crystal fragments will become unbalanced in size. The crystal will not form even if the shape is not good.

The water may also feel the emotions felt by the author of the words. Based on the research results of Dr., it is increasingly evident that the information received or the language taught can affect water quality. With 70% of the adult human body comprised of water, we believe the information we receive also affects us. Therefore, as creatures mostly composed of water, humans should be endowed with knowledge, speech, and noble thoughts. If these actions are carried out, the health of the body and mind will be maintained. If we receive negative news, we will feel uncomfortable. Therefore, gentle speech positively impacts shaping a good personality, improving interaction skills, and supporting emotional and physical well-being. Proper language utilization benefits oneself, establishes harmonious, respectful social relationships, and avoids conflicts. In general, it helps improve the quality of life of individuals and communities.

Conclusions

Language is a communication tool, which means that it is a collection of systemized sounds in the form of symbols. Language can be selected and meaningful, is conventional, universal, productive, varied, dynamic, and humane, and functions as a tool of social interaction to replace individuals in conveying something to others in social groups. Language comes from mind or minds, or language imitates or follows minds or ideas individually and spontaneously. Language is considered a mind image. Language as a personality image indicates a person's beliefs about how they use language. Language ethics are closely related to society's social standards, cultural systems, and language codes. A person's personality will be said to be good if they use language by paying attention to language ethics.

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