

# POLITENESS STRATEGIES IN ONLINE LEARNING OF STUDENTS IN FACULTY OF LETTERS DARMA AGUNG UNIVERSITY

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## ABSTRACT

*This study deals with “Politeness Strategies in Online Learning by Students in Darma Agung University”. With reference to politeness strategy as proposed by Brown and Levinson (1987). The problem in this study are to find the types of politeness strategies in online learning by students at Darma Agung University. This study was analyzed using a qualitative method where the source of the data needed came from chat on whatsapp and conversation recap from Zoom between students and lecturers in Darma Agung University. Based on the qualitative research method used in this study, it showed that there are 110 utterances in the form of politeness strategies, consisting of 95 utterances (86,36%) for positive politeness, 5 utterances (4,55%) for negative politeness, 9 utterance (8,18%) for bald on record, and 1 utterance (0,91%) for off record.*

**Keywords:** *Politeness Strategies, Positive Politeness, Negative Politeness, Bald on Record Politeness, Off Record Politeness.*

## ABSTRAK

Penelitian ini membahas tentang strategi kesopanan dalam proses pembelajaran daring oleh mahasiswa Fakultas Sastra Universitas Darma Agung. Dengan mengacu pada strategi kesopanan seperti yang diusulkan oleh Brown and Levinson (1987). Masalah dalam penelitian ini adalah menemukan jenis-jenis strategi kesopanan dalam belajar daring oleh mahasiswa di Universitas Darma Agung. Penelitian ini dianalisis menggunakan metode kualitatif yang mana sumber data yang dibutuhkan berasal dari chat di whatsapp dan rekaman percakapan dari Zoom antara mahasiswa dengan dosen yang berada di Universitas Darma Agung. Berdasarkan metode penelitian kualitatif yang digunakan dalam penelitian ini menunjukkan bahwa ada 110 ujaran dalam bentuk strategi kesopanan, yang terdiri dari 95 ujaran (86,36%) untuk kesopanan positif, 5 ujaran (4,55%) untuk kesopanan negatif, 9 ujaran (8,18%) untuk Bald on Record, dan 1 ujaran (0,91%) untuk Off Record.

**Kata Kunci:** *Strategi Kesopanan, Positif, Negatif, Bald on Record, Off Record*

## 1. INTRODUCTION

This study discussed how students used the language of politeness in participating in the teaching and learning process online through the Whatsapp and Zoom accounts, also communicate or

discuss with each other by collecting data to find out how the actual language used by students in participating in teaching and learning activities through social media. Did students able to use good and polite

language between students or students to the teaching staff?

Based on the previous description, the researcher took the entitled politeness because previously the researcher had heard one of the parents said that the politeness of students today is different from students in the past. Therefore, she wanted to know how students communicate in following the teaching and learning process through the Whatsapp and Zoom accounts. Did students still maintain politeness or not anymore. Therefore, it can be seen the politeness of these students from the Whatsapp and Zoom account of the Student of the Faculty of Letters Darma Agung University.

Based on the background of the study above, the researcher intends to find out the types of politeness strategies in online learning of students in Faculty of Letters Darma Agung University

## **2. THEORETICAL FRAMEWORKS**

There are some relevant theories that are used for conducting this research, they are Sociolinguistics, Politeness Language, the Principles of Politeness and Types of Politeness.

### **A. Sociolinguistics**

The main component in smoothing communication between human is language. Language plays an important role in establishing good communication in building an interesting discussion or learning. According to Keraf in Samaradipha (2005:1) provided two language understanding. The first notion of language as stated mean of communication between members of the public in the form of a symbol of the sound produced by means of said human. Second, language is a communication system that uses symbols vocal (speech sound) which are arbitrary.

Language according to Owen (2006: 1) can be defined as socially shared of those symbol and rules governed combination of those symbol. Language can be divided into two types such as productive and dynamic, productive means that language has limited elements but can design unlimited speech or sentences. Meanwhile, dynamic language is where the language can change at any time according to the needs of its users.

In the discussion of sociolinguistics, language has a very important role in society, where through the language of the community, people can get new things for their respective life goals. Sociolinguistics is the study of the relationship between language and society, language variation,

and attitudes about language. According to Yule (2010:254), sociolinguistics is a study which focuses on language which is dealing with social and cultural phenomenon in one society. It usually explores the field of language, society, and things which are related to social sciences, especially psychology, anthropology, and sociology. The field of sociolinguistics allows people to choose various languages according to their respective contexts such as social class, gender, ethnicity, and geography. Sociolinguistics is applied to social situations or classes and how to analyze the language used by students in participating in teaching and learning activities.

Holmes (2013:1) says that people who study sociolinguistics will probably concern on describing people's different ways of speaking in different social contexts. Holmes argues that sociolinguistics also try to analyze language to convey messages. Because the function of language is to convey messages, there must be supporting factors such as social interaction between one human and another, the example here is student interaction. Whereas the difference in context is the difference in using a language which can be seen from social interactions and with the people involved.

In other case, politeness is also one of the main aspects in sociolinguistic

discussions where politeness is a norm in society, meaning that polite language can describe characters and show how people respect others through the ghost language they use. Thus from the explanation above it can be conclude that language has a very important role for human life, as for humans in determining whether humans can build relationships in their environment through communication. The use of language can be used with different purposes and is used to communicate with one another both in education or other social communities. Such as the use of politeness in learning or discussion which aims to maintain and maintain a harmonious atmosphere between students and lecturers.

## **B. Politeness Language**

Politeness is very important in every particular life. Politeness is how to maintain good relations with listeners or readers. Through polite attitude shows the listener or reader that we value and respect them, such as changing or softening our words we do not come or come too harsh. Politeness is also needed in academic purposes so that the teaching and learning process runs well. An example of politeness in academics is when the teacher carries out the teaching process in a class through social media.

Mahmud (2018) had explored the English students' perspectives on politeness; however, the focus was not on the strategies of politeness. It focused only on the English students' perception of how to be polite in the class. Politeness studies which explore deeply about the English students' strategies are still limited and therefore, need to be further explored.

Politeness is the practical application of good manners or etiquette. It is a culturally defined phenomenon, and therefore what is considered polite in one culture can sometimes be quite rude or simply eccentric in another cultural context. While the goal of politeness is to make all of the parties relaxed and comfortable with one another, these culturally defined standards may not only be used to reduce friction and build up a harmonious relationship, but also be manipulated to inflict shame on a designated party at times. ([www.atlantispress.com](http://www.atlantispress.com))

Politeness is essentially a matter of taking into account the feelings of others as to how they should be interactionally treated, including behaving in a manner that demonstrates appropriate concern for interactors' social status and their social relationship. Politeness—in this broad sense of speech oriented to an interactor's public persona or 'face'—is ubiquitous in language use.

Since, on the whole, taking account of people's feelings means saying and doing things in a less straightforward or more elaborate manner than when one is not taking such feelings into consideration, ways of being polite provide probably the most pervasive source of indirectness, reasons for not saying exactly what one means, in how people frame their communicative intentions in formulating their utterances.

### C. The Principle of Politeness

Brown and Levinson (1987) introduced a new perspective by drawing attention to the detailed parallels in the construction of polite utterances across widely differing languages and cultures, and arguing that universal principles underlie the construction of polite utterances. Brown and Levinson (1987) also note that there are two sorts of parallels: how polite utterances are linguistically constructed, and how the polite expression of utterances is modified in relation to social characteristics of the interlocutors and the situation.

Brown and Levinson (1987) proposed at least three social factors are involved in deciding how to be polite:

- a) Tends to be more polite to social superiors.
- b) Tends to be more polite to people one doesn't know. In the first

case, politeness tends to go one way upwards (the superior is less polite to an inferior); in the second, politeness tends to be symmetrically exchanged.

- c) In any culture there are norms and values affecting the degree of imposition or the unwelcome of an utterance, and one tends to be more polite for more serious impositions

According to (Eelen, 2001: 12; Watts, 2003: 12) there are four conventional rules that have been identified (1) Be polite to a person of a higher social position; (2) Be polite to a person with power, (3) Be polite to an older person; and (4) Be polite in a formal setting determined by the factors of participants, occasions, or topics.

Thus, in general politeness can be shown as a good thing, where it will make our relationships with other people warm, through our actions that do not offend others, and they feel very appreciated or respected so that it makes the atmosphere comfortable.

#### **D. Types of Politeness**

According to Brown and Levinson (1987:103-129) there are two kinds of politeness. The first, positive Politeness demonstrates the fact that to have long-term relationships with people who are

very important in considering their feelings, encouraging the expression of social closeness, care, and approval. And the second, negative politeness whenever what is about to be said may be unwelcome, prompting expressions of respect, restraint, avoidance. The further explanation about positive and negative politeness will be presented below.

#### **1. Positive Politeness**

According to Brown and Levinson (1987:101-129) Positive politeness is redress directed to the addressee's positive face, his perennial desire that his wants (or the actions/acquisitions/values resulting from them) should be thought of as desirable. Redress consists in partially satisfying that desire by communicating that one's own wants (or some of them) are in some respects similar to the addressee's wants. Positive politeness is something that can be done by paying attention to the needs of the audience, avoiding contention, using humor and optimism, making offers and promises, and using hedging and indirectness to get one's contribution approved.

The most important thing about positive politeness is sharing a level of intimacy with others which is called intimacy language. It aims to manage any threats to positive faces, by treating the recipient as a group member, friend,

someone whose personality already knows and likes. Like in a group of friends or where people already know each other well or are familiar. Usually they get closer to each other so that there is no longer any distance between them through expressions of hospitality where the needs of others are respected (minimize the FTA). Positive politeness aims to build a sense of solidarity between speaker and listener by choosing from a number of strategies.

According to Brown & Levinson(1987: 103-129) these strategies include the following: Positive Politeness strategies:

2. Presuppose/raise/assert common ground

To show positive politeness, the speaker may show common ground with his addressee. This way can be mutual interest or opinion.

Example: Daughter : “Oh, this cut hurt awfully, mom.” Mother : “Yes dear, it hurt terribly. I know.”

3. Assert or presuppose speaker’s knowledge of and the concern for hearer’s wants.

In this strategy, the speaker asserts his understanding to the hearer’s wants.

Example: “I know you can’t bear parties, but this one will really be good – do come.”

4. Offer or promise

To be polite or to redress the threat of some FTAs, the speaker can offer or promise something to the hearer as cooperation.

Example: “I will drop you by sometimes next week.”

5. Be optimistic

In the particular context, the speaker can be optimistic by sharing the wants presumptuously to indicate that hearer wants speaker’s want for speaker or for them as cooperation.

Example: “You will lend me lawnmower for the weekend, I hope”

6. Give (or ask for) reasons

Giving or asking for the reason can be a way to imply cooperative act in conversation or activity. In this case, the hearer does something to the speaker because there is no good reason why the hearer should not cooperate.

Example: A: “You need to shut the door. The wind is coming in.”

B: “Why don’t we go to the seashore?”

This positive politeness makes the listener feel valued by the speaker, and this can build solidarity and intimacy between individuals.

## 2. Negative Politeness

According to Brown and Levinson (1987:131) Negative politeness is how the speaker and respect the listener's negative face by not controlling the listener's freedom. The function of this strategy is to minimize imposition on listeners with the aim of realizing solidarity.

There are some strategies to show negative politeness in a way to be direct, do not assume or presume, do not coerce and redress other wants of hearer's.

### 1) Give deference

By treating the hearer as superior, the speaker may show deference to the hearer. In English, it can be done by referent honorific (T/V) that is associated with the hearer such as eat/dine, man/gentleman, give/bestow, or Snuggs/Dr Snuggs that may give greater honour to the person, thing or activity.

For example: "We look forward very much to dining with you."

### 2. Apologize

Apology can be used to omit an impingement between speaker and hearer. It can be expressed by admitting the impingement, indicating reluctance,

giving overwhelming reasons, and begging forgiveness.

Example: "I am sorry to bother you, I want to borrow any money from you"

### 3. Nominalize

This strategy is a way to show formality that the speaker nominalizes the expression in order to make sentence or speaker's utterance in the form of nominal phrase to show negative politeness.

For example: "Your good performance on the examinations impressed us favourably." (from: "You performed well on the examinations and we were favourably impressed").

## 4. Bald On Record Politeness

According to Brown and Levinson (1987:94-95) bald on record is related to Grice's Maxims (1975) which states that people should consider the quality, quantity, relevance and also manner to get maximal beneficial communication. In order to get it people should talk the truth, not to talk less or more than is required, be relevant with the topic discussed and avoid ambiguity. It means that speaker should tell explicitly and directly what he/she wants to the hearer to avoid misunderstanding. For example, (Brown and Levinson, 1987:9-98): -  
Forgive me.

-Give me the nails.

## 5. Off-Record Politeness

According to Brown and Levinson (1987:211-227) this strategy might violate the maxim of Grice (1975). In conducting this strategy, speaker can represent it in two ways. Those are to invite conventional implicature and to be vague or ambiguous.

- a. Invite conventional implicature. Speaker says something that is not relevant with the things speaker wants to say. For example: It's cold in here. (c.i. Shut the window).
- b. Be vague or ambiguous. In this strategy, the speaker says something which is unclear and ambiguous so it violates the maxim of manner by Grice (1975). For example: Oh sir, a headache.

## 3. RESEARCH DESIGN

In this study, the researcher used a descriptive method design, which is a research method that seeks to describe and interpret objects in accordance with reality. This method is carried out because the data analysis is presented descriptively by enriching information and getting a more detailed description of the cases or events of how Darma Agung University students take online learning on the Whatsapp and Zoom accounts. This study tries to investigate how the language used by students in communicating in class

through social media, such as Whatsapp and Zoom accounts.

The object of this research is students' politeness strategies in Whatsapp and Zoom accounts. The researcher analyzed the type of politeness strategies in Whatsapp and Zoom accounts. The chats in Whatsapp account and conversations in Zoom account were analyzed with Brown and Levinson theory

## 4. DISCUSSION

This research data were collected from chats and conversations between students and lecturers on Whatsapp and Zoom accounts. Researcher focused this research on chat and conversation in participating in the online learning process. The researcher took 101 chats in Whatsapp account and 9 conversations of students in Zoom account, so there were 101 chats and 9 conversations analyzed.

- a. Politeness Strategies on the first meeting chats in Whatsapp account (ENGLISH TEACHING METHODS)

In the chats appendix the first meeting discuss about Rhetoric. There was three chats that shown Negative Politeness such as number (16) Angry, said "*Thank u sir for correcting me and please forgive my pronunciation.*" This chat is categorized as nominalize, because angry



nominated "my pronunciation" she thanked, then apologized for her pronunciation, it means that Angry had made a mistake in her pronunciation when she was reading. and number (17) Putri, said "Ok sir. Thank you sir for correcting me. I'm so sorry my pronunciation." Same like Angry, Putri nominated "my pronunciation" she thanked, then apologized for her pronunciation, it means that she had made a mistake in her pronunciation when she was reading. Number (23) Angry said "Sorry friend, how about Advanced Structure with sir Hiace?" it is categorized as nominalize, when she said "how about Advanced Structure with sir Hiace" she tried to remind her friends that they had already learned about Advanced Structure with Sir Hiace.

Next Off Record, there is number (18) Fidel, "Ok, Sir. Sir, I haven't received the materials. How can I get it." Through the chat, he asked the listener to be able to interpret what he wanted for himself, he did not tell directly that he wanted someone to give him material to follow the teaching and learning process.

Expression of Bald-on record can be seen from the chat number (24) Henny, "I have mentioned it Angry." She spoke openly to the listener so that the listener known what she means. She could

express directly because the listener is her friend and is familiar.

And the last is Positive Politeness, there are 20 chats that use it. From number (1) Nurul said "Sorry sir, I'm still trying to find a way to open the file while recording." This chat refers to give or ask for reason, Nurul gave an excuse by saying that she was trying to find a way to open the file while recording so as to achieve cooperation in the teaching and learning process. Fidel (2) said "Yes, sir I will. Good morning everyone. I'm a new comer here. Introduce myself. I'm called Fidel. Glad to join you in this site. Thank you." This chat categorized as be optimistic, Fidel confidently introduced himself optimistically, he wanted the realization of cooperation between them in following the learning process. Same like Fidel, number (3) Henny, "Yes sir, I can." This refers to be optimistic, she was sure that she could as a lecturer wants.

Number (4) Henny, "It is the ability of an individual speakers to communicate effectively in three or more languages." Nianita said "Use of more than one language, sir." Sri Devi said "Multilingualism is various of languages." and (7) Henny, "Thank you for correcting me sir." The researcher thought that from 4 chats above categorized as assert or presuppose, where students

confirmed their opinion or understanding to the lecturer so that the learning process could run well. Likewise, Angry (8) said *"Sorry sir, the writing is too small and something is blurry plus Im nervous"* It refers to give or ask for reason, here Angry gave a reason by saying that the writing was too small and something was blurry and she was nervous.

Another expression with number (9) Nianita, *"Rhetoric refers to the study and uses of written, spoken and visual language Sir."* until number (15) Erdayani, *"Rhetoric it is about written, spoken and visual language."* Their chats refer to assert or presuppose, where students confirmed their opinion or understanding to the lecturer so that the learning process could run well. From number (19) Fidel says *"yes, I have sir."* And Henny (20) said *"Yes I have ever learned English that focused about grammatical structure of the language sir, it was your subjects sir, like academic writing and other subjects."* Their chats categorized as be optimistic, they optimistically said that they have studied grammatical structures before.

Another Positive Politeness chats are (21) Henny, *"Yes sir. Because only with you, my friends and I have to write something grammatically correct."* Number (21) Henny said *"Oh, with sir Hiace also sir."* Furthermore, the

appendix number (25) Merry, *"Maybe sir. Because, although I have learned about it but in real situation, I am not sure to do that."* The researcher saw that their chats categorized as assert or presuppose, where students confirmed their opinion or understanding to the lecturer so that the learning process could run well.

b. Politeness Strategies on the second meetings chats in Whatsapp account (ENGLISH TEACHING METHODS LECTURE)

In the second meeting the lecture and the students discuss about GTM. In this second meeting, there are some chats about Positive Politeness. Many students chated that they would give respons to the lecturer and do something, so that the teaching and learning process run smoothly, such as (1) Fidel, *"There are 5 left sir."* This chat categorized as presuppose/raise/assert, the researcher concluded that Fidel said that there were five students left. Number (2) Fidel, *"For sure I can."* The researcher saw that Fidel was optimistic that he could, so this chat was classified as optimistic. Another Positive Pliteness from number (4) Angry, *"Sorry sir, I thought I read point 1."* (5) Merry, *"This is point 6 sir."* And numbr (6) Angry, *"Risvon point 7 sir."* The researcher concluded that three chats students above was classified as assert or

presuppose, because the students confirmed their understanding to the lecturer.

Then, number (7) Fidel, "*Sir can I take the next one.*" This chat categorized as be optimistic, he was optimistic by conveying his wishes directly to show that the lecturer wants his wishes for them as cooperation in the teaching and learning process. On the chat number (8) Fidel, "*Sorry sir, something wrong on my phone.*" Here Fidel apologized and gave the reason that his cellphone had a problem, so that there would be no misunderstanding during the learning process, so this chat was classified as give or ask for reason.

From the chats number (9) Fidel, "*Yes, I'm. In my opinion, GTM is a part of teaching way that cannot stay from teachers. In GTM is effective for the learners or students more over the beginners. In using GTM helps students to understand both parts grammar and meaning. Thanks.*" He was confirm in expressing his opinion that GMT is effective for students and can help students to understand both parts grammar and meaning, so this chat categorized as assert or presuppose. Likewise, Theresia (10), "*Yes I am sir. If I am a teacher, I will use GTM because my students will more understand about what is right about English and they will not copy the wrong*

*way next for future.*" From her chat, the researcher conclude that this chat refers to offer or promise, because she said that if she is a teacher she will use GMT to make her students to understand about what is right about English.

From chat number (12) Nianita, "*Yes ofcourse Sir, because this methods can help us to understand well about grammar.*" She is also agree and she thought that method could help they to understand well about grammar, furthermore this chat classified as assert or presuppose. Another Positive Politeness from number (13) Fidel said "*What does rigid mean sir.*" It is classified as give or ask for reason, because he asked about rigid mean, this was done for mutual cooperation in the teaching and learning process. Another expressed by Henny (14) "*If I am a teacher, I will use GTM because it can be used by the students to learn grammar rules by wrote, and then practice the rules by doing grammar drills and translating sentences too and from the target language.*" This chat categorized as offer or promise, it seen when she said that if she was a teacher she will use GMT because it can be used by the students to learn grammar rules by wrote.

There are two of Bald On Record in this meeting, like number (3) Fidel, "*Yes Sir. Sorry. Give sometime.*" he apologized, then he asked directly to give some time to

the lecturer. The last number (11) Fidel, *"But not all the time sir."* One of the ways he did to build good communication, he spoke directly by saying that not all the time.

c. Politeness Strategies on the third meetings chats in Whatsapp account (ENGLISH TEACHING METHODS LECTURE)

On the third meeting Whatsapp English Teaching Methods discuss about Phonetic. In this meeting the researcher found 6 Bald On Record chats in this meeting. The first, from number (2) Fidel, *"I got no idea sir."* The researcher concluded that he spoke directly that he had no idea, he did it as a formality. Another one happened on number (5) Fidel, *"I think the others have read like me. We're diligent students."* He spoke directly, as if there was no more awkwardness with the lecturer, he said that they were smart students and other students just like him had read the material given by the lecturer. The chat number (6) Fidel, *"Sorry, maybe we need some time."* He apologized and he thought that they need some time, so that there are no clashes with lecturers. The same thing was expressed by chats number (7) Merry, *"No sir. Sorry sir."* And number (8) Henny, *"I'm so sorry sir."* Likewise, the chat number (9) Nianita, *"I am so sorry*

*Sir, I don't mean like that."* She apologized and she didn't mean anything.

Expression of Bald On Record can be seen from number (10) Nurul, *"I do apologize for not being much talk active here, Sir."* So as not to make things worse he also apologized for not being much talk active in the class in other word she didn't give her attention and she didn't answer what the lecturer ask to them as long as online learning. There was also Theresia (11), *"I am here sir, sorry for not answering, I got called by my parents."* She made the same apologizing for not answered, because she got called by her parents in other word she didn't give her attention and she didn't answer what the lecturer ask to them as long as online learning.

But there are also many of Positive Politeness contained in chats, there are a total of 32 chats. For example chat number (1) Fidel, *"Maybe the rest will go after, sir."* In this chat, he just did something because no reasons for him not to cooperate in the class, so this chat classified as presuppose/raise/assert. Completed with number (3) Fidel, *"I meant, I have no idea/ I don't know. Sorry, if I made mistakes."* In order not to make the situation worse, he apologized if he had made mistakes with reason he didn't had idea, so it categorized as give or ask for reason. From chat number (4) Ella, *"We*

have read sir, but there are some that we do not understand." She was optimistic in expressing her opinion by saying that they had read it but there were some things they did not understand and it refers to be optimistic. It continued with number (12) Theresia, "I am really sorry sir, I'll not repeat it again." Finally, she promised that she would not repeat again, so it is classified as offer or promise. Another Positive Politeness is from number (13) Trifena, "Phonetic training is very influential in accurate language pronunciation. Speech patterns are the basis of language. So spoken language is the most important, phonetic findings must be applied by the teacher in learning, heard words must be displayed in your form and avoid translation. This method will be called the natural method or the direct method." This chat categorized as presuppose/raise/assert, when she found a way to agree with the lecturer by saying that Phonetic training was very influential in accurate language pronunciation.

Likewise the chat number (14) Nianita, "The direct method of implementing teaching in which the teacher should encourage the use of a foreign language or a second language directly and spontaneously in the classroom, without having to focus on explaining grammar rules." She was optimistic in expressing her opinion about

the direct method to establish cooperation in the smooth teaching and learning process. The same expressed by Theresia (15) "The Reform Movement was about the new alternative approaches to language teaching which was Phonetics (sound system) which it was established and giving new insights into speech proces." She also expressed her opinion by saying that The Reform Movement was about the new alternative approaches to language teaching. Next, it continued by Ella (16) "The reform movement was about linguist emphasized that speech is more important than written words." In expressing opinions is also done by her about the reform movement. Furthermore, Theresia (17) "An new alternative to process of language teaching." To support the teaching and learning process he found a way to agree with the lecturer by saying her opinion about an new alternative. Then, chat number (18) Henny, "Reform Movement laid the foundations for the development of new ways of teaching languages and raised controvesies that have continued to the present day." She was optimistic in expressing her opinion about reform movement so that they were able to work together during the teaching and learning process. The same expressed is happened until number (28).

From number (29) Nurul "Introduce their name, Sir. Does that relate?" She

tried to show a common opinion with her lecturer, so he asked if her opinions was related, it classified as give or ask for reason. Another chat from number (30) Fidel, *"I would ask their daily activities."* He looked like optimistic to show his opinion by saying that he would ask about daily activities and it categorized as be optimistic. Erdayani (31) *"I want to ask them to make some example of present simple basic on their daily activity."* Same liked her friend, she was optimistic on her opinion by saying that she would ask some example of simple present. Next expression from (32) Henny, *"Ask them where they lives sir. Is it relate sir?"* She tried to show a common opinion with her lecturer, did it have anything to do with what he's thinking, so it refers to give or ask for reason. Nianita (33) *"I want to ask them to do some conversation about their activity at the day. Like what will they do after class finish."* She also wanted to play a role in the class to follow the teaching and learning process, so she also expressed her opinion optimistically by saying that she would ask the students to do some conversation about their activity and it categorized as be optimistic.

d. Politeness Strategies on the fourth meetings chats in Whatsapp account (ENGLISH TEACHING METHODS LECTURE)

According to the chats that was the four meetings chats in Whatsapp account the researcher concluded that their discussed is about Grammar. After analyzed the chat one by one, the researcher found that all of the chats are Positive Politeness. For example number (1) Erdayani, *"The mean is approach involves the learners detecting, or noticing, patterns and working out a 'rule' for themselves before they practise the language."* Erdayani as a students, she confirmed her understanding to the lecturer and it was categorized as assert or presuppose.

Same like expression above, Fidel (2) *"in my opinion we teach grammar without explaining the elements of the sentence or how the word or sentence formed."* He gave his opinion about grammar optimistically so that the learning process can run continuously, so it was classified as be optimistic. Theresia (3) *"Grammar was taught by detecting or noticing patterns based on the "rule" of the grammar before practicing sir."* She also optimistic in expressing her opinion by saying that Grammar was taught by detecting or noticing patterns based on the "rule". Another expression from number (4) Trifena, *"I think it's done by communicating while doing an action."* She had a good optimistic in expressing her opinion by saying that that's done by

communicating while doing an action. Furthermore, Putri (5) *"Grammar was taught inductively can use grammar correctly but cannot explain why a sentence is grammatical or not."* Same like her friends, she she expressed her opinion optimistically about grammar. Angry (6) *"This inductive approach is when students perform the rules for themselves by making use of the grammatical knowledge they have implanted in their minds."* Through the chat, the researcher concluded that she tried to find the way to agree with her lecturer about inductive approach, so it was classified as presuppose/raise/assert. Still discussed about grammar, Sri Devi (7) *"Grammar was taught inductively mean they do not not learn grammar explicitly - it's similar to the way that a native speaker can use grammar correctly but cannot explain why a sentence is grammatical or not."* and Bintang (8) *"Grammar we use when can depend on a number of factors, such as the nature of the language being taught and the preferences of the teacher and learners."* They both expressed their opinion optimistically about grammar.

In discussing about vocabulary there are students who expressed their opinion optimistically, such as Henny (9) *"Concrete vocabulary was taught through demonstration, objects, and*

*pictures. Abstract vocabulary was taught by association of ideas."* Next, Theresia (10) *"Concrete vocabulary is vocabulary that we can know the real thing based on sense while abstract doesn't."* The last, Angry (11) *"Concrete vocabulary refer to physical objects in the real world, whereas abstract vocabulary refer to ideas or concepts that do not exist in the real world and cannot be touched."* Another Positive Politeness also expressed by Nianita (12) *"I think The difference is that students understand more easily when using concrete vocabulary. Because students can immediately see the shape."* She expressed something or done something in the class because no reasons for her not to cooperate in the class by saying that the difference was that students understand more easily when using concrete vocabulary. Sri Devi (13) *"Concrete is refer to tangible, qualities or characteristics. And Abstract refer to intangible qualities, ideas and concepts."* She seems optimistic in expressing her opinion by saying that Concrete is refer to tangible, qualities or characteristics.

After analyzing, the researcher concluded that most and almost all chats contain Positive Politeness which refers to an optimistic attitude in expressing their opinions. This also applied until the end of the chat number (22) Nurul, *"In my*

*opinion, the negative sides of the Direct Method is that students may find difficulties when they try to translate focused language to their native language naturally or sometimes put them in confusion. And almost the same for the teachers, where their foreign language isn't completely perfect as they are not a native speaker themselves and having to depend on their skills."* She optimistic expressed her opinion about Direct Method, so it was classified as be optimistic.

e. Politeness Strategies on the conversations in Zoom account (CONFLICT CULTURE UNDERSTANDING LECTURE LECTURE)

In this online class, lecturer and students used Zoom account as a media to support their meeting. Through Zoom they could listened to their lecturers explain the material orally and they were also able to have unlimited verbal conversations. And after analyzing their conversation the researcher found 9 conversations about Positive Politeness. The first from number (1) Merry, *"I think, Mam. The duty of a child is to uphold his family name, make his family proud, to bring his family name. Of course the rules in every family, must teach their children to be polite, how to be more respectful to their elders, keep*

*working. I don't think it's too different from us, Mam."*She was optimistic in expressing her opinion by saying that the duty of a child is to uphold his family name, make his family proud, to bring his family name and it classified as be optimistic.

Same expression from number (2) Nianita, *"Hmmm, in my opinion, Mam, the family there teaches their children to be independent quickly, Mam. Because there, at a relatively young age in Indonesia, they can already have their own house, they already have a different house with their parents, like that Mam. Whereas in Indonesia, a child can have their own house when they are married, like that Mam."*She also expressed her opinion optimistically by saying that the family there teaches their children to be independent quickly. It was conveyed to establish good cooperation in supporting the learning process. Another Positive Politeness is from number (3) Erdayani, *"Yes Mam, I think, oh, The family concept system in Indonesia is different from the American family concept, Mam. Because, in Indonesia, we tend to have to follow the norms, Mam. So, we have to obey the norms. While in America, they are more likely to be free. Example, Their children who are 18 years old and above or have completed high school, their parents build a house because it has become a habit*



there. Because if the child is not made a house, it is as if the child is spoiled or has no commitment." As a student who agreed with her lecturer's explanation, she showed the same opinion as her lecturer by saying that "yes mam" And "The family concept system in Indonesia is different from the American family concept, Mam". So it is categorized as presuppose/raise/assert.

Likewise the number (4) Erdayani, "About finished high school, Mam, age 18." Here, she is also tried to find a way to agree with her lecturer's statement. The same expressed like expression above, here are two students from number (5) Erdayani, "More free, Mam." And number (6) Nianita, " More free, Mam." Where they both also tried to find a way to agree with their lecturer's statement and that are categorized as presuppose/raise/assert. From number (7) Erdayani "Hmm, in example Mam, the children in America. They have moved from their parents' house, It is not problem when they brought their friends to make a party in their house. But, in Indonesia we can't do that." Through her sentence, the researcher concluded that she was optimistic in expressing her opinion until she gave an example by saying that children in America are free to party at their own house when they have their own house but in Indonesia they couldn't do that.

Another example from number (8) Merry, "I don't think so, Mam. Those who have children are their children, it is impossible for their parents to take care of their grandchildren. Meanwhile, it is the parents who are responsible for taking care of their children, not their grandmothers." She was optimistic in expressing her opinion that she did not agree with the statement made by her lecturer by saying that she didn't think so and it calssified as be optimistic. Likewise, from number(9) Nianita, "But, Mam. According to experienced that I have seen, most of the grandmothers who take care of their grandchildren." She was also optimistic in expressing her opinion because according to the experience that she has seen most of the grandmothers who take care of their grandchildren.

#### 4. CONCLUSIONS

Through the data that had been analyzed, the researcher concluded that during the online learning process followed by students using social media such as Whatsapp and Zoom, students used all politeness strategies, such as: positive politeness, negative politeness, bald on record and off record politeness strategies. Researcher found 95(86,36%) for positive politeness (PP), 5 (4,55%) for negative politeness (NP), 9 (8,18%) for

bald on record (BOR), and 1 (0,91%) for off record (OR).

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