
POLITENESS STRATEGIES OF STUDENTS IN COMMUNICATION BY WHATSAPP

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Abstract

This research was about politeness strategies of students in communication by whatsapp to lecturer. This research aimed to describe positive politeness strategies and negative politeness strategies that students used in communication by whatsapp.

It was descriptive research design and qualitative and quantitative approach. The data of this research was whatsapp texts of English Department Students STKIP Muhammadiyah Muara Bungo. This research used purposive technique sampling. The method of collecting data used observational method. The technique of collecting data used Non Participant Observation Technique (NPO), recording technique, and note taking technique. In analyzing data, the writer used referential method. For data presentation, the writer used informal method

The researcher found Politeness strategy that students used in communication to the lecturer by whatsapp used two strategies. These are positive politeness strategy and negative politeness strategy. The biggest percentage of positive politeness strategy that students used was address form. It was 57.2%. The smallest percentage of positive politeness strategy that students used was joke. It was 0.1%. The biggest percentage of negative politeness strategy that students used was give deference. It was 30.2%. The smallest percentage of negative politeness strategy that students used was hedges on illocutionary force. It was 1.2%.

Keywords: *Politeness strategy, positive politeness strategy, negative politeness strategy*

INTRODUCTION

Everyday people talk each other to build communication. Recently, there are many media which can communicate us in many aspects. There are direct communication and indirect communication.

Direct communication is the communication which built from oral communication. Speaker and receiver are in face to face situation. In millennial term is called offline communication. People used to build communication by using offline

communication. This communication is very traditional but it is more polite. It is still used until now but demanded by the technology era, the way people communication has moved to online communication.

Online communication is meant as indirect communication. People must not face to face anymore to give or share the information. They can communicate each other in different place by using mobile phone.

Mobile phone serves some social media in communication. there are

SMS, BBM, FB messenger, Instagram direct message, twitter, email, whatsapp, etc. focus of this observation is in whatsapp application. Because whatsapp is one of application that is easy to use, by phone number we can use this application. In addition, whatsapp is familiar application, especially in English Education Department of STKIP MB because there is a English department group in whatsapp application. All of information always share on it.

Based on the phenomenon, it affects students style in communication toward lecturer, from offline communication move into online communication. Students can text lecturer by whatsapp, even to get permission. This observation focuses on students politeness in whatsapp chat.

Politeness is the way to safe of another person s face. showing awareness of another person s face when other seems socially distanced is often described in terms of respect or deference. Brown and Levinson (1987) placed politeness strategies in five categories that speakers choose in performing face threatening acts (FTAs): bald-on-record, positive politeness, negative politeness, off-record, and no FTA that the risk of face loss grows the further down.

Positive face and negative face according to Yule (1996: 135) as follows.

1. Positive face

It is social approach that aims to save by applying closeness and solidarity, usually in friendship, making others feel comfortable and

emphasizing that both (speaker and listener) have the same goal (Yule, 1996: 135).

2. Negative Face

Negative Face is the want and willing of everyone that his actions be unimpeded by others.

Positive face and negative face relate to the positive politeness and negative politeness. According to Brown and Levinson (1987), positive politeness concerns on positive face in which the speaker satisfies the hearer s positive face by wanting hearer s want in some respect. there are fifteen strategies to show positive politeness. They are:

1. Claim common ground : the strategies are Notice, attend to hearer interests, wants, needs, goods; Exaggerate; Intensify interest to hearer; Use in-group identity markers; Seek Agreement; Avoid disagreement; Presuppose/raise/assert common ground; Joke.
2. Convey that speaker and hearer are cooperators: The strategies are Assert or presuppose speaker s knowledge of and the concern for hearer s wants; Offer or promise; Be optimistic; Include both speaker and hearer in the activity; Give or ask for reason; Assume or assert reciprocity.
3. Fulfil H s want for some X: the strategy is Give gifts to hearer.

According to Brown and Levinson (1987), negative politeness is the strategy that oriented toward hearer negative face in which the speaker respects the addressee s negative face wants and it is achieved without interfering with hearer s freedom or

action. there are ten strategies to show negative politeness. They are:

1. Be direct: the strategy is be conventionally indirect.
2. Do not assume or presume: the strategy is Using question, hedge.
3. Do not coerce hearer: the strategies are Be pessimistic; Minimize the imposition; Give deference.
4. Communicate speaker s want to not impinge on hearer: the strategies are Apologize; Impersonalize speaker and hearer; State the FTA as general rule; Nominalize;
5. Redress other wants of Hearer s: the strategy is go on record as incurring debt or not as indebting the hearer.

According to Grice s theory (1975), there are some maxims of politeness. They are:

1. The maxim of quantity, where one tries to be as informative as one possibly can, and gives as much information as is needed, and no more.
2. The maxim of quality, where one tries to be truthful, and does not give information that is false or that is not supported by evidence.
3. The maxim of relation, where one tries to be relevant, and says things that are pertinent to the discussion.
4. The maxim of manner, when one tries to be as clear, as brief, and as orderly as one can in what one says, and where one avoids obscurity and ambiguity

RESEARCH METHOD

It was descriptive research design and qualitative and quantitative approach. The data of this research was whatsapp texts of English Department Students STKIP Muhammadiyah Muara Bungo. This research used purposive technique sampling. The The method of collecting data used observational method. The technique of collecting data used Non Participant Observation Technique (NPO), recording technique, and note taking technique. In analyzing data, the writer used referential method. For data presentation, the writer used informal method (Sudaryanto, 1993: 145).

RESULT AND DISCUSSION

There are two findings in this research. First, the researcher analyzes positive politeness strategies of students whatsapp text. Second, the researcher analyzes negative politeness strategies of students whatsapp text.

1. Result of positive politeness strategies.

The researcher found some strategies of positive politeness that students are used in communication with lecturer by whatsapp text. There were some varieties positive strategies of students used such as in-group identity markers (address form and contraction and ellipsis), intensifying interest to the receiver, seek agreement, Avoid disagreement, asserting common ground, joke, offer/promise, be optimistic, include both the writer and the recipient in activity, and Give or ask for a reason. The finding can see in table 1. As follow:

Table 1. The Result of Positive Politeness Strategies

POLITENESS STRATEGIES	
Positive Strategies	Percentage
Notice/attend to the receiver needs	1.6%
Intensify interest to receiver	0.7%
Use in-group identity marker: (Address form)	57.2%
(Contraction and ellipsis)	7.4%
Seek agreement: (Safe topic)	0.5%
(Pseudo- agreement)	1.2%
asserting common ground: (Small Talk)	5.1%
Joke	0.1%
Assert knowledge of receiver s concerns	1.8%
Offer/promise	9.3%
Be optimistic	2.3%
Give/ask for a reason	9.1%
Include both writer & receiver in activity	3.7%
Total	100%

a. Notice/Attend to The Receiver Needs

Notice/attend to the receiver needs means the writer must notice of receiver s condition. The receiver would want the writer to notice and approve of it. The percentage of using this strategy was 1.6%. See the example as follow:

Example:

1. *bentar lagi mau nemuin kepala sekolah*
2. *"iya, sehat sehat terus ya miss*
3. *iya mem . ada beberapa mahasiswa PGSD yang sudah monica tanya mengenai hal tersebut mem*

b. Intensify interest to the receiver

Intensify interest to the receiver is the way of sharing some of writer s desires to the receiver. The percentage of using this strategy was 0.7%. See the example as follow:

Example:

1. *Mem, saya berminat di Speaking mem*

c. In-group identity markers

In group identify markers consists of address forms and contraction and ellipses as sub strategies. Address form aims to respect the receiver. The percentage of using this strategy was 57.2%. Contraction and ellipses means the writer and the receiver must share some knowledge about the context to make the utterance understandable (Eshghinejad and Raouf, 2016: 5). The percentage of this strategy was 7.4%. see the examples below:

Examples of the address form:

1. *"Assalamu alaikum Mem ..*
2. *Dear Mom Winda,*

Examples of contraction and ellipses:

1. *I have revised my proposal mom*

d. Seek agreement

Seek agreement means safe topic to agree with the receiver. This part has two sub strategies that students used in sending chat. These are safe topic and pseudo agreement. The percentage of using safe topic was 0.5%. The percentage of using pseudo-agreement was 1.2%. See the examples as follow:

Examples of safe topic:

1. *"Mem, foto profilnya bagus..*

Example of pseudo agreement:

1. *"Iya, baik mem"*

e. Asserting common ground

Asserting common ground consist of gossip/small talk. It may talk about general, unrelated topics to stress writer interest in the addressee to indicate that the writer has not just come on a specific business (Eshghinejad and Raouf, 2016: 5). The percentage of using this strategy was 5.1%.

Example:

1. *Terima kasih atas wejangannya mem, saya jadi tambah semangat kuliah*
2. *"Mau belajar ngedit pake leptop lagi mem, biar puas hasilnya"*

f. Joke

Jokes are based on mutually shared background knowledge and values and used to put the receiver at ease (Eshghinejad and Raouf, 2016: 5). The percentage of using this strategi was 0.1%. See the example as follow:

Example:

1. *Rindu kuliah miss, apalagi kantinnya"*

g. Offer/promise

The writer is able to satisfy the receiver s positive face wants by using offer/promise strategy, even it is false. The percentage of this strategy was 9.3%. see the examples below:

Example:

1. *I will send soon mam"*
2. *"saya akan segera perbaiki mem"*

h. Be optimistic

Be optimistic means a text message assumes that the receiver wants for the writer and will help to get the wants. The percentage of using this strategy was 2.3%. see the examples below:

Example;

1. *"iya mem, Insya Allah saya bisa mem"*

i. Give/ask for a reason

Give/ ask for a reason also was used by the students in communication by whatsapp. This strategy includes the writer in the receiver s reasoning. The percentage of using this strategy was 9.1%. See the example as follow:

Example:

1. *iya miss, kemarin ibu saya sakit miss,*

j. Include both writer & receiver in activity

Include both writer and receiver in activity mean the strategy that the inclusive both, writer and receiver, are used. The percentage of using this strategy was 3.7%. see the example as follow:

Example:

1. Mem besok kita ada kegiatan English Club, diminta waktu dan kehadirannya mem

2. Result of Negative Politeness Strategies

Students also used negative politeness strategies in communication by whatsapp to the lecturer. Negative politeness strategies that the researcher found such as hedge, be pessimistic, minimize the imposition, give deference, and apologize. See table 2, to know the percentage of the negative politeness strategies that students used.

Table 2. The Result of Negative Politeness Strategies.

Negative Strategies	Percentage
Question/hedge: (Hedges on illocutionary force)	1.2%
(Hedges addressed to Grice s maxims)	20.2%
Be pessimistic	1.9%
Minimize the imposition	5.1%
Give deference	30.2%

Apologize: (Admit the impingement)	11.6%
(Indicate reluctance)	15.1%
(Give overwhelming reasons)	3.4%
(Beg forgiveness)	11.3%
Total	100%

a. Hedge

Hedges are particles, phrases, or expressions that allow the writer to avoid committing to a statement (Eshghinejad and Raouf, 2016: 7). In this part, the researcher found two sub strategies that students used in communication by whatsapp to the lecturer. These are hedges on illocutionary force and hedges addressed to Grice s maxims. The percentage of hedges on illocutionary force was 1.2%, while hedges addressed to Grice s maxims was 20.2%. it shown that the students often used hedge addressed to Grice s maxim in communication by whatsapp.

Examples of hedge addressed to Grice s maxim :

1. saya masih butuh banyak bimbingannya mem untuk lebih baik
2. mem bisanya jam berapa? Saya ngikut saja
3. mohon saran dan kritiknya mam, barangkali ada kesalahan dalam penulisan
4. Congratulation mem!

b. Be Pessimistic

Be pessimistic is expressing doubt about the possibility of statements. The percentage of using be pessimistic strategy was 1.9%. See one of the chat below:

Example:

1. kayaknyo dak tekejar mem .

c. Minimize the imposition

The students also used sub strategy of negative politeness in communication to the lecturer by whatsapp. The percentage of using minimize the imposition was 5.1%. See the example of the chat below:

Example:

1. saya mengirim file laporan melalui wa pribadi mam, kalau di grup takut ada yang copas mam, *apakah boleh mam?*

d. Give deference

Give deference was the biggest percentage of using negative politeness strategy. It was 30.2%. See the example of student s chat below:

1. *“Assalamu alaikum mam, ini rozalia mahasiswa PBI semester 4*

e. Apologize

In this strategy, there are some sub strategies that students used. Those were admitting the impingement, indicate reluctance, give overwhelming reasons, and beg forgiveness. The percentage of admitting the impingement was 11.6%. The percentage of indicate reluctance was 15.1%. The percentage of give overwhelming reasons was 1.3%. The

percentage of beg forgiveness was 11.3%.

Example of admitting the impingement:

1. Mam, I am so sorry for my mistake mam, *karena kelalaian dalam mengerjakan skripsi mam.*

Example of indicate reluctance:

1. Maaf mam, *saya cuma tidak ingin mengganggu jam mengajar mam.*

Example of give overwhelming reasons:

1. Iya mam, saya sebenarnya sudah ingin mengajukan judul mam, *tapi saya ada kendala administrasi mam*”

Example of beg forgiveness:

1. Mam, *I am so sorry for my mistake mam*”

CONCLUSION

Online communication nowadays is common, even informal and academic discussion. Lecturers and students always use this communication style. To avoid or minimize misunderstanding between students and lecturers, students need politeness strategy in sending the chat to the lecturer. Politeness strategy that students used in communication to the lecturer by whatsapp used two strategies. These are positive politeness strategy and negative politeness strategy.

Positive politeness has some strategy. The researcher found the strategies that students used in this research were notice/attend to the receiver needs, Intensify interest to receiver, Use in-group identity marker (address form and contraction and ellipsis), Seek agreement (safe topic and

pseudo-agreement), asserting common ground (small talk), joke, offer/promise, be optimistic, include both the writer and the recipient in activity, and give or ask for a reason. The biggest percentage of positive politeness strategy that students used was address form. It was 57.2%. The smallest percentage of positive politeness strategy that students used was joke. It was 0.1%.

Negative politeness also has some strategy. The researcher found five strategies that students used. These were hedge (hedges on illocutionary force and hedges addressed to Grice's maxims), be pessimistic, minimize the imposition, give deference, and apologize. The biggest percentage of negative politeness strategy that students used was give deference. It was 30.2%. The smallest percentage of negative politeness strategy that students used was hedges on illocutionary force. It was 1.2%.

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