ANALYSIS OF LANGUAGE POLITENESS IN STUDENTS AND LECTURER INTERACTIONS ON WHATSAPP GROUP: A PRAGMATIC APPROACH

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ABSTRACT

This research presents an analysis of language politeness in interactions between students and lecturers on WhatsApp group. With the increasing integration of digital platforms in educational settings, understanding the dynamics of language use and politeness in these contexts becomes crucial. The study aims to investigate the strategies employed by students and lecturers to convey politeness and maintain positive interactions within a virtual learning environment. The research adopts a qualitative approach, utilizing discourse analysis to examine messages exchanged on WhatsApp group among students and lecturers. The data collection involved capturing and archiving conversations from WhatsApp group in English Syntax course in 2021/2022 academic year of English Department in Universitas Komputer Indonesia (Unikom). The data are analyzed using Leech's politeness theory. According to Leech the politeness principles are divided into six, namely the tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim. The results show that the percentage of conformity regarding compliance and violation of maxims with the result being 100% conform, so that politeness in language interactions between students and lecturers in WhatsApp media in the course was stated to be very polite. The findings indicate that both students and lecturers employ various politeness strategies to foster positive communication. These strategies include the use of indirect speech acts, mitigating language, politeness markers, and positive politeness strategies such as expressing gratitude and offering support. Furthermore, the analysis reveals the influence of power dynamics on language politeness. Lecturers were found to engage in a more authoritative discourse, while students often adopted deferential and respectful language. However, instances of assertiveness from students were also observed, challenging traditional power differentials and promoting a more egalitarian communication style. The implications of this research shed light on the importance of fostering respectful and polite communication within virtual learning environments. The findings can inform educators and students on effective language use to maintain positive interactions and create inclusive educational spaces. Furthermore, the study contributes to the existing literature on digital communication and politeness strategies, adding valuable insights into the specific context of WhatsApp group interactions in educational settings.

Keywords: Language politeness, Virtual Learning Environment, WhatsApp Group, Maxims

INTRODUCTION

Effective communication plays a pivotal role in educational settings, fostering an environment conducive to learning and knowledge exchange. Language politeness, a key aspect of communication, reflects an individual's respect, courtesy, and consideration towards others. Within the realm of academia, maintaining a polite discourse becomes even more essential, as it facilitates healthy intellectual debates, encourages constructive criticism, and promotes a positive academic environment. As communication channels evolve with technological advancements, it is crucial to examine the language politeness strategies employed in digital platforms, such as WhatsApp groups, which have become increasingly prevalent in educational contexts.

WhatsApp, a popular instant messaging application, offers a convenient means for students and lecturers to interact beyond the boundaries of the traditional classroom. WhatsApp groups provide a platform for sharing resources, discussing assignments, seeking clarification, and engaging in academic debates. However, the informality and immediacy of such digital platforms may inadvertently lead to a more relaxed approach to language usage, potentially affecting the politeness and professionalism of interactions. This study aims to analyze the nature of language politeness in student and lecturer interactions on a WhatsApp group, shedding light on the linguistic strategies utilized by participants to maintain respect and professionalism in their discourse.

The analysis of language politeness will encompass various linguistic aspects, such as the use of politeness markers, mitigating language, indirectness, and positive politeness strategies. By examining these linguistic features, the study seeks to understand the mechanisms through which participants navigate their interactions, negotiate their social identities, and create a harmonious and productive academic atmosphere.

Language that has meaning and value for its speakers is called polite language. In interacting, rules are needed to regulate speakers and hearers so that good communication can be established between the two. These rules can be seen in the politeness principle put forward by Leech (in Rahardi, 2005: 56-59), "the politeness principles are divided into six, namely the tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim".

This research is motivated by the experience of researchers during the Covid 19 pandemic in 2022. At that time, course, especially the course of English Syntax used Whatsapp Group for information dissemination and interaction between researchers as the lecturer and students who took the course. Therefore, the researchers were interested in conducting research entitled "Analysis of Language Politeness in Student and Lecturer Interactions on WhatsApp Group".

The findings of this research will contribute to the existing literature on computer-mediated communication and language politeness in educational settings. By gaining insights into the challenges and strategies employed in WhatsApp group interactions, educators can develop pedagogical approaches that encourage respectful and effective communication within these digital spaces. Furthermore, understanding the nuances of language politeness on WhatsApp groups can inform the design of future communication platforms that facilitate positive academic interactions while maintaining a sense of professionalism.

METHODS

The research method used is a descriptive method with a qualitative approach. The use of descriptive qualitative in the research aims to produce descriptive data in the form of written or spoken words from people and observed behavior (Moleong, 2012: 4). The focus of this research is the principle of politeness in the interaction between students and lecturers in the course of English Syntax on the WhatsApp group media. The data collection technique in the research is a documentary study, and the data source is in the form of conversations screenshots between lecturer and students on WhatsApp group in the course.

The research stages carried out are the pre-research stage, research implementation, data collection and recording, and data analysis. The data analysis technique used is in the form of discourse analysis because it aims to analyze discourses or communication between people in a particular social context. The areas studied in discourse analysis are speech, writing, language, conversation (both verbal and nonverbal). The research went through four stages, namely data collection, data reduction, data presentation and conclusions.

THEORETICAL REVIEW

The Nature of Language

In the following, the opinion of linguists regarding the meaning of language will be presented.
1. Language is a system of communication using sound, for example through speech and hearing aids, between people from a particular society or social group, which uses vocal symbols that have conventional and arbitrary meanings (Gaynor, 1954 in Busri and Badrih 2018: 42).
2. Language is a system of arbitrary vocal symbols used by humans to communicate (Wardhaugh, 1982 in Busri and Badrih 2018: 42).

Based on some of the opinions above, it can be concluded that language is sound, language is systematic, language is creative, language contains meaning, language is purely human, language is symbols, language is arbitrary, and language is not instinctive.

Principles of Politeness

Based on several theories of language politeness, the theory used in this research is Geoffrey Leech's theory. This is because the politeness provisions or maxims described by Leech can be applied to the learning process, namely interactions from lecturer to student, student to lecturer, and student to student. Leech (in Rahardi 2005: 60), describes the maxims of politeness in language as follows.

a. Tact Maxim

The basic idea of the maxim of tact in the politeness principle is that participants in the conversation should adhere to the principle of minimizing other people's losses or maximizing other people's benefits. If you apply the maxim of tact in speaking, it can eliminate envy, jealousy, and other attitudes that are less polite towards the speech partner. The longer a person's speech, the greater

the person's desire to be polite to his hearer; indirect speech is politer than direct speech. Commanding with news sentences or interrogative sentences is seen as politer than imperative sentences (imperative). If in speech, the speaker tries to maximize the benefits of others, then the other person must also maximize his own losses.

Example 1

A : "Let me bring you your bag!" B : "No, no need!"

Example 2

A : "Let me bring you your bag!" B : "Here, that's how you become a student!"

In the speech above, it is clear from example one that the tact maxim is obeyed in the utterance while the second example violates it.

b. Generosity maxim

Rahardi (2005: 61) states that politeness rules in the maxim of generosity mean that speech participants should respect other people. Respect for others occurs when speakers can reduce benefits for themselves and maximize benefits for other parties. Some experts use the term acceptance maxim for generosity maxim.

Rahardi (2005: 62) provides the following example.

Boarder A: "Let me wash your dirty clothes! My clothes aren't that dirty."

Boarder B: "No need, miss. I'll wash it this afternoon too."

From the speech delivered by A above, it can be seen clearly that he is trying to maximize the benefits of other parties by adding a burden to himself. This is done by offering help to wash the dirty clothes of boarder B. Therefore, the example of the speech above can be said to comply with the maxims.

c. Approbation maxim

According to Rahardi (2005: 62), Approbation maxim means trying to give appreciation to other parties. Approbation maxim prevents speakers and interlocutors from insulting each other, belittling each other, and ridiculing each other. The main point of this maxim is to reduce insults to others. This maxim requires each participant of the speech to maximize respect for others.

Example :

Lecturer A : "Sir, I have already started my first lecture for the Business English class."

Lecturer B : "Oh yes, earlier I heard your English very clearly from here."

The notification delivered by lecturer A to his colleague, namely lecturer B, in the example above, was responded very well and even accompanied by praise or appreciation. Thus, it can be said that in this speech lecturer B behaves politely towards lecturer A. Leech (1983) in Chaer (2010: 58) gives the following example.

Example 1

A : "Your shoes are beautiful!"

B : "Wow, these are used shoes, I bought them at the flea market too."

Example 2

A : "Your shoes are beautiful!"

B : "Of course, these are expensive shoes, I bought them in Singapore too!"

In the speech above, it is clear from example one that he adheres to approbation maxim because speaker A is being polite trying to maximize the advantage to his opponent in the conversation while the second example violates it because speaker B is not being polite.

d. Modesty maxim

Rahardi (2005: 64) reveals that modesty maxim requires the speech participant to be humble by reducing self-praise. Simplicity and humility in Indonesian language and culture are widely used as parameters for assessing one's politeness. People will be said to be arrogant if in speaking activities they always praise and excel themselves. The following speech examples can be used to clarify this statement.

Example

Secretary A : "Miss, the meeting will be opened with a prayer first, OK?"

Secretary B : "Yes, Ma'am. But I'm not that good."

From Secretary B's speech above, it can be seen that he is humble and does not praise himself. Thus, the speech can be said polite because it obeys the maxims Leech (1983) in Chaer (2010:58) gives the following example.

Example 1

A : "They are very kind to us."

B : "Yes, it's very good isn't it?"

Example 2

A : "You are very kind to us."

B : "Yes, it's very good, isn't it?"

The speech in example one adheres to the politeness principle because speaker A praises the kindness of the other party and the response given by interlocutor B also praises the person being spoken about. In contrast to the second example, in which there is a part that violates politeness because said opponent B does not comply with the modesty maxim in which he maximizes respect for himself.

e. Agreement maxim

Agreement maxim emphasizes that the speech participants can foster compatibility or consensus in speaking activities. This was explained by Leech in Chaer (2010: 59) "Agreement maxim requires that each speaker and hearer maximize agreement between them and minimize disagreement between them."

Rahardi (2005: 64) argues that, "In this maxim, it is emphasized that the speech participants can foster compatibility or agreement with each other in speaking activities," If there is agreement or compatibility between speakers and speech partners in speaking activities, each of they will be said

to be polite. Wijana (1996: 59) said that this maxim is expressed in expressive and assertive sentences. Agreement maxim outlines each speaker and hearer to maximize compatibility between them and minimize incompatibility between them.

Example :

> Noni : "Tonight, let's eat together, Yun!"
> Yuyun : "Okay, I'll wait at Bambu Resto."

The above speech can be said to be polite because Yuyun is able to develop a friendship with Noni. By maximizing the match between them the speech will be polite.

f. Sympathy Maxim

Rahardi (2005: 65) states that sympathy maxim requires the speech participants to maximize sympathy between one party and another. Antipathy towards someone in speaking activities is considered as an act of impoliteness. The Indonesian speech community highly values sympathy for other people, especially being cynical is considered as being impolite.

Chaer (2010: 61) states that the sympathy maxim requires all speech participants to maximize sympathy and minimize antipathy towards the speech partner. When the interlocutor gets luck or happiness, the speaker is obliged to congratulate him. If the interlocutor encounters difficulties or misfortunes, the speaker should express his sorrow or condolences as a sign of sympathy.

Language politeness is reflected in communication procedures through verbal signs or language procedures. When communicating, we comply with cultural norms, not just convey the ideas we think. Language procedures must be in accordance with the cultural elements that exist in the community where one lives and uses a language in communication. If someone's language procedures are not in accordance with cultural norms, then they will get a negative value, for example being accused of being arrogant, indifferent, selfish, uncivilized, even uncultured.

Politeness in language can be done by complying with the politeness principles that apply in the community using that language. Politeness in a person's language can be measured with several types of politeness scales. Similar to what was expressed by Chaer (2010: 63) states that, "What is meant by a politeness scale is a politeness rating, starting from the most impolite to the politest". Rahardi (2005: 66) gives the following example.

Example :

> Susi : "An, my grandmother died."
> Ani : "Innalillahiwanailaihi rojiun. Deep condolence."

From the story above, it can be seen that Ani is showing her sympathy for Susi. People who are able to maximize their sympathy for others will be considered polite people.

Interaction

Interaction consists of the word inter which means betwuen and action which means activity. Thus, interaction is a reciprocal activity, besides that interaction is also called an embodiment of communication; because without communication there will be no interaction. In interacting, of

course, using language, without language humans cannot convey their ideas. Therefore, language also plays an important role in interaction. Of course, the language used must be understood by both parties, both the speaker and the hearer. A person's language reflects his thoughts, the more skilled a person is at speaking the clearer the meaning conveyed so that interactions can run smoothly.

Utilization of WhatsApp Media in Learning

Learning is the most important activity. This means that the success of an individual in achieving educational goals depends a lot on how learning can take place effectively. Learning is a process that is carried out by providing education and training to students to achieve learning outcomes. In the learning process the development of good communication skills with lecturers and fellow students based on mutual respect is continuously developed in every learning situation. Habits of mutual respect that are practiced in classrooms and carried out continuously will be a provision for students to be developed in a real way in social life. In the teaching and learning process, learning tools or media are clearly needed.

Seeing the various features offered by WhatsApp, WhatsApp Groups is a suitable feature as a medium for communicating and exchanging files between participants in a group. The development of increasingly advanced technology, information and communication makes WhatsApp one of the applications that is currently widely used as a communication tool, including in the world of education.

WhatsApp has been declared effective as a learning medium online because the Coronavirus Disease-19 (Covid-19) pandemic has had an impact on various sectors of life including the education sector. Calls regarding physical distancing during the pandemic and the new normal era have made the realm of education optimize online learning. Apart from WhatsApp, online learning generally uses Google Classroom application. Zoom, Google Meet, Edmodo, Duo, and so on, but WhatsApp is superior to other applications because it has several advantages such as saving quota and can be combined with various learning features. Thus, WhatsApp is an application that can be used as a learning medium, especially during pandemic situation. Since the education sector has not 100% implemented face-to-face learning, WhatsApp is still used as an alternative in carrying out the teaching and learning process.

RESULTS AND DISCUSSION

After going through the research stages to the data analysis process, the researchers obtained data as many as 50 conversational utterances that met the politeness principle criteria of various types of maxims from 126 conversations between lecturers and students during the first lesson which lasted for ± 3 hours and after the data was poured into cards maxims, a table of maxim frequency recapitulation is made to sum up the findings of maxims and a table of conformity of politeness maxims as the final result to simplify and clarify data processing of compliance and violations of politeness principles and their percentages. It is used the table as follows.

Table 1. Maxim Frequency Recapitulation Table

No	Maxim Types	Total Maxim Findings	Percentage
1	Tact	6	4,8%
2	Generosity	6	4,8%
3	Approbation	7	5.5%
4	Modesty	2	1,6%
5	Agreement	15	11.9%
6	Sympathy	14	11.1 %

After adding up the frequency of politeness maxims, the research findings are also included in the table of conformity of politeness maxims to be added up. The table is as follows.

Table 2. Appropriateness of Politeness Maxims in the WhatsApp Group Media

No	Maxim Types	Total Maxim Findings	Conformity		Conformity Percentage
			Conform	Not Conform	
1	Tact	6	100%	0%	100%
2	Generosity	6	100%	0%	100%
3	Approbation	7	100%	0%	100%
4	Modesty	2	100%	0%	100%
5	Agreement	15	100%	0%	100%
6	Sympathy	14	100%	0%	100%

Based on the results of the analysis of the interactions between students and lecturers on WhatsApp media, both in terms of words, phrases or sentences which essentially contain the meaning of various types of maxims and comply with the politeness principle indicators, there are several utterances from each maxim.

Based on the calculation of the amount of data obtained, there are a total of 50 utterances from the six maxims, and when calculated, it becomes $50/126 \times 100 = 40\%$.
Conformity of the six maxims is obtained by a percentage of 100% for compliance and 0% for violation.

After going through the process of data analysis and calculations, answers were obtained to answer the problem formulation and the second research objective, therefore the language politeness of students with lecturers regarding interactions during the online course on WhatsApp media seen from indications each maxim as a whole the data meets the criteria and is declared polite. Students are quite active during learning even though it is done online and the response is good so that researchers can obtain data that is in accordance with research needs.

The findings of the maxims are in accordance with the theory used in this research, namely Geoffrey Leech's theory which states that there are six politeness maxims consisting of tact, generosity, approbation, modesty, agreement, and sympathy maxims. Then, an utterance is called polite if it does not sound pushy or arrogant; the utterance gives a choice of action to the hearer, and the hearer becomes happy in the conversation between lecturers and students in the learning process.

Besides, politeness can be done by means of the speaker comply with the politeness principles that apply in the community using that language.

In the theoretical basis it is said that a person's language politeness can be measured by several types of politeness scales. Similar to what was revealed by Chaer (2010: 63), this is in accordance with what the researchers did because to measure someone's politeness in language, in this research used indicators of compliance and flouting of maxims. In addition to the theory regarding WhatsApp which states that WhatsApp is stated to be effectively used as a learning medium online, WhatsApp is one of the applications which can be used as learning media is true and can be proven in Unikom's English Literature Study Program because during learning carried out online due to the Coronavirus Disease-19 (Covid-19) pandemic, WhatsApp is an application that is often used compared to other applications.

In accordance with the findings of the research on the types of politeness maxims found in the interaction of students and lecturers, the overall contents of the conversation between students and lecturers during the course were 126 utterances. Of the 126 utterances, utterances that were included in the category of maxims were obtained, out of 126 From this utterance, there are 50 utterances that fall into the category of maxims consisting of tact, generosity, approbation, modesty, agreement, and sympathy maxims.

In the tact maxim, there are 6 utterances, and if the frequency is counted be $6/126 \times 100 = 4.8\%$. Similar to the tact maxim, generosity maxim also obtained data for six utterances so that the percentage results are the same, the frequency is 4.8%. The maxim of approbation obtained were seven utterances; if counted the frequency becomes $7/126 \times 100\% = 5.5\%$. Modesty maxim was found in two utterances; if the frequency is calculated to be $2/126 \times 100 = 1.6\%$. The agreement maxim was obtained the most data with 15 stories, and when calculated it becomes $15/126 \times 100\% = 11.9\%$. Furthermore, the sympathy maxim was obtained data with 14 utterances, and the percentage $14/126 \times 100\% = 11.1\%$.

After being classified, the maxims that get the highest score compared to the others, namely the agreement maxim; this often occurs among students wherever they are carrying out learning on the WhatsApp group media. The subjects in the course were 41 people including lecturer. Out of 40 people who responded to the lecturers, there were as many as 27 people. It can be said that students were active and responsive because the frequency of students who responded was more than students who only listened.

After obtaining the data, the researcher records sample conversations that fall into the category of maxims and inputs them into the research instrument in the form of maxim cards, verifies the data, classifies the sample conversations contained in the maxim cards and continues to the next stage until a percentage of the data is obtained. The total percentage of the 50 utterances results in a total frequency of 40% and the utterances of all the maxims found 100% comply with the politeness principle compliance indicator and 0% for violations with the following calculation.

In the tact maxim, $6/6 \times 100\% = 100\%$ conform and $0/6 \times 100\% = 0\%$ does not conform. It's the same as the generosity maxim, the result of the calculation is $6/6 \times 100\% = 100\%$ conform and $0/6 \times 100\%$

= 0% not conform. For the approbation maxim, the calculation is $7/7 \times 100\% = 100\%$ conform and $0/7 \times 100\% = 0\%$ not conform. Then, in the modesty maxim, the calculation is $2/2 \times 100\% = 100\%$ conform and $0/2 \times 100\% = 0\%$ not conform. Furthermore, the agreement maxim calculation is $15/15 \times 100\% = 100\%$ and $0/15 \times 100\% = 0\%$ not conform. The last, the sympathy maxim, the calculation is $14/14 \times 100\% = 100\%$ conform and $0/14 \times 100\% = 0\%$ not conform. Thus, it can be concluded that the interaction between students and lecturers on WhatsApp media was very polite with the final results $50/50 \times 100\% = 100\%$ declared conform.

The total frequency of the 50 utterances is 40% and for the results of conformity of compliance and violation of maxims 100% conform, so that it can be said that the interaction between students and lecturers on WhatsApp media is very polite. The author gives the assumption that these results can be said to be 100% polite because based on interviews with the lecturer concerned that during teaching lecturer not only transfer knowledge but also a bit improve the attitudes and manners of the students. Therefore, when the research was carried out, the results were as follows on. In addition, in terms of the contents of the conversation, for example, students and lecturers in the course when asking questions or ordering them to be polite, for example preceded by "permission to ask" other than that not briefly either students or lecturers when asking or ordering. Thus, it is in accordance with the theory stated that the longer a person's speech, the greater the person's desire to be polite to the other person. Regarding the generosity maxim, students and lecturers are willing to share their knowledge, for example, there are students who answer questions from their friends even though these answers can be answered by the lecturer. Regarding the approbation maxim, students and lecturers often express their gratitude after they get answers or information about what is asked. In the modesty maxim, for example, there are students who have the same characteristics as the indicators of compliance with these maxims, namely not showing their own strengths and abilities and showing their own weaknesses, such as when answering lecturer questions during discussions. In the agreement maxim, it can be said that the students took part in learning well because there was not a single student who did not comply with the lecturer's orders. This shows that both parties want to agree or to be agreed. For the sympathy maxim, it can be said that students and lecturers are good and polite personalities seen from their conversations that have a sense of sympathy for students who are sick.

Table 3. Politeness Scale

Percentage	Polteness Scale
81%-100%	Very Polite
61%-80%	Polite
41%-60%	Polite Enough
0%-40%	Impolite

From the results obtained, it can answer both the formulation of the problem and the research objectives contained in this research. Those are outlined in the research findings section in accordance with the rules in the guidebook for writing scientific papers.

The essence of this research is to find and describe the data and facts obtained, this is continuous with the field being studied, namely pragmatics. Therefore, in this research, all data regarding language and writing are not corrected into language and writing that are in accordance with the rules because the realm of this research contains meaning related to language politeness. Besides, that it has been explained earlier that this research will be presented clearly and transparent according to the data obtained.

CONCLUSIONS

Based on the results of research that has been carried out on students' language politeness with lecturers on WhatsApp media with a research sample of the 2018 class along with one of the lecturers at UNIKOM's English Literature Study Program for the 2021/2022 academic year which was held on May 31 2022 which lasted ± 3 hours on one meeting, researchers can draw some conclusions as follows.

1. The results of the study regarding politeness maxims in the interaction of students and lecturers on WhatsApp media in the English Syntax course for the 2021/2022 academic year, there are six types of politeness maxims found, namely the tact maxim, generosity maxim, approbation maxim, modesty maxim, agreement maxim, and sympathy maxim from 50 research findings.

2. Politeness in the language of students and lecturers is based on indications of maxims in terms of the contents of conversations and speeches that have been analyzed based on indicators of politeness principles. In addition, the final results of the percentage of conformity regarding compliance and violation of maxims with the result being 100% conform, so that politeness in language interactions between students and lecturers in WhatsApp media in the course was stated to be very polite.

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