

## Students' Politeness Strategy in Texting through WA Message in Performing Language Intelligence: Socio-Pragmatics Study

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### ABSTRACT

The phenomenon of the COVID-19 shocked the world which made almost all activities outside the home nearly stopped as well as academic activities such as face-to-face lectures. In such a situation, students and lecturers had to continue their learning activities through online media. In communicating through WA, the researchers wanted to classify the types of politeness strategy and its function in different gender in texting the lecturers through WA message using the theory of politeness strategy by Brown and Levinson. The research design used was qualitative design and the method was document analysis. The subjects were ten male students and ten female students. The findings showed that there were only three politeness strategies implemented by students in texting through WA message, namely: positive politeness strategy, negative politeness strategy and off record strategy. Negative politeness was the most preferred politeness strategy that indicated students' language intelligence.

**Keywords:** politeness strategy, texting through WA message, language intelligence, socio-pragmatics study

### INTRODUCTION

Social life is inseparable in doing everyday life as human being. People around the world make an interaction each other using language. (Yule, 1996: 59) said that linguistics is a necessary part in social interaction. As Yule has already said that there should be some principles in communication by using language that avoids making wrong interpretation between the speaker and the listener. Thus, using politeness in communication is necessary. Politeness can be an ethic which is applied in communication which reflects the personality and culture. Generally, in Indonesia, politeness has become vital role in doing everyday communication (Yulawati & Bakhti, 2019: 506). Language politeness has also an important role in everyone's language ability. Someone is considered to be a good person if he always uses good language as well as politeness. However, in Indonesia, communication with politeness has begun to decrease in today's advanced digital era (Hafizah, 2019: 425) in era of rapid developing technology, humans tend to have negative impact in communication.

In this digital era, people prefer communicating nonverbal to verbal communication, especially for building communication through social media. Lately, WhatsApp is the preferred application in Indonesia. According to [www.kominfo.co.id](http://www.kominfo.co.id) (2019), eighty-three percent of 171 million internet users are WhatsApp (WA) users which means that Indonesian cannot be separated from WA use. WA is the most flexible application of social media used in various fields such as: business field, political field and education field, especially in lecture at the end of 2019 because of Covid-19 pandemic. Some students' utterances are often categorized as impolite way when they use WA but there are also students who use politeness strategy to bring positive response between students and the lectures (Mulyono, et.al. 2019: 295).

Politeness behavior explains Face Threatening Act concept that the speaker needs to save listener's face and make a good self-image toward the speaker and the listener (Brown & Levinson, 1987: 60). Politeness appears to save others' face called "negative face". It happens when speakers want to be independent and free from imposition while "positive face" happens when speakers want to be connected, to belong, and to be a member of the group (Yule, 1996: 119). Thus, the face has significant role in politeness to build self-image between the speaker and listener. Moreover, FTA can be benefit for the speaker to decide politeness strategy based on other's apparent face needs. Furthermore, social context between the listener and speaker cannot be avoided in deciding polite utterance to be used when communicating. According to Hartono in (Purwoko 2019), there are four kinds of context those are physical context, linguistic context, social context and epistemic context. Hartono said that the social context is associated with the relationship between speaker and listener. So, the relationship of students and lecturer is may will influence the way the students texting through WA to the lecturers.

Related with the theory which proposed by (Brown & Levinson, 1987), there are four kinds of politeness strategies those are: bald on record, positive politeness strategy, negative politeness, and off-record. Bald on record strategy is straightforward speech which clear, firm, and concise, and without the effort to save the speaker's face. This utterance in Hafizah (2019: 428) can occur in a number of situations, such as, (1) the situation of urgent matters relating to the face can be deferred first, (2) related to supply, demand, and advice referring to the interests of the interlocutor and does not require sacrifice the big on the speaker's side; and (3) the speaker has a higher position than the speaker, for example lecturers to students. Positive politeness maintains good manners politeness. Different from bald on record strategy, positive politeness tends to be used for build the closeness between people. The strategy shows care, friendliness and mutuality. Negative politeness strategy is oriented toward the listener's negative face, by establishing carefulness and distance. This politeness strategy contains a guarantee from the listener that the speaker acknowledges, respects and if forced to do, will do the least amount of violation. Off-record politeness strategy occurs when the speaker let the listener interpret the meaning of any utterances during the FTA (Face Threatening Acts). The utterances can be interpreted in many ways since off-record strategy delivers clues, hints and dubious.

The different politeness strategy possibly occurs between male students and female students in texting the lecturer through WA. There are many topics of research which discussed about gender differences between male and female students. Many researchers are interested in discussing the use of language related to gender. Gender is something we cannot avoid because it is a part of the way in which societies are ordered around us, with each society doing that ordering differently (Wardaugh, 1996: 316). Some research has revealed that the use of language of male and female is different. In Febriadina, et.al.(2018: 74), the differences in the form of male and female become a marker of gender differences in a conversation. In the academic field, the way of speaking of male students will be different from female students. Male students more straightforward to convey intentions. Unlike women, they hide their intentions in their speech. In accordance with gender difference, it is possible that the politeness strategy between male and female students is different.

Previous studies about politeness and gender differences have been conducted by several researchers this far. Febriadina, et.al.(2018: 73-83) conducted male and female students' politeness in Sragen, Central Java and Yuliawati, et.al., (2019: 506-511) explained the characteristics of language politeness in students' WA messenger to lecturers. Then, Jannah, et.al. (2017: 147-154) also conducted research on male and female politeness in the speaking classroom. These previous studies had explained male and female students' politeness in verbal communication. Hafizah (2019: 425-434) discussed the politeness strategy in students' lingua franca to their lecturers via WhatsApp at in information technology departments of technical faculty at Universitas Bhayangkara Jakarta Raya; Mulyono, et.al.

(2019: 295-318) explained about politeness strategies in teacher-students through WA communication. These previous studies have discussed politeness strategy using nonverbal communication on WhatsApp text message.

Many previous researchers found that in gender and linguistics politeness men and women have different linguistics politeness. In Febriadina, et.al.(2018: 74), gender differences can be viewed from someone's utterance. It means that between male and female can indicate different style or form in using language. In line with them, Harooni & Pourdana, (2017: 219) stated that men use language as a tool for asking and giving communication, while women use language for socializing. Thus, it indicates that the use of language is different between male and female student. Holmes in Jannah, et.al.,(2017: 150) characterized female's speech as politer than men. This finding is also supported by Febriadina, et.al.(2018: 74) that says that the form of utterance between male and female students is different. Male students tend to use straightforward utterance. While, female students tend to hide their intention in their utterance. The differences related with students' politeness. So, when communicating with listener female involves their feeling and try not to make interlocutors lose their face.

When studying about the meaning of utterances in pragmatic study, context must be included. Hartono (in Purwoko, 2019) divided context into four types, those are: (1) Physical context. Physical context is associated to the place where is the conversation happen. Furthermore, this context is a context which physically can be known by using human sense. For instance: "Can you give me that clothes?". From the example, the listener knows what speaker wants by looking at the clothes which is pointed by the speaker because the listener and the speaker in the same place; (2) Linguistic Context. Linguistic context is context which associated with what has been talked or what being talked before and during the conversation. Example: "Mr. Johnny is a heart warmed man. He helps anyone who need help without thinking who are they". From the example above the listener know the word "he" refers to Mr. Johnny because in the beginning of the conversation the speaker talked about Mr. Johnny; (3) Social Context. Social context is associated with the relationship between the speaker and the listener who involved in the conversation. The relationship can be seen from the status, intimacy, or formality of the listener and the speaker. So, the listener and speaker can choose appropriate language used in the conversation. Example: "Give me ten dollars!". From the example above the listener talk informally which sounds impolite to the speaker because the listener has an intimacy as the speaker best friend; (4) Epistemic Context. Epistemic context can be associated with the background of knowledge which has known by the speaker and the listener. This context is related to an assumption which believed by both of the speaker and the listener. This is the example of epistemic context: "Maryam, there's a guest outside!". From the example, between the speaker and the listener have known that Maryam asks to open the door.

Related with the theory which is proposed by (Brown & Levinson, 1987), there are four kinds. of politeness strategies those are: bald on record, positive politeness strategy, negative politeness, and off-record. Bald on record strategy is straightforward speech which clear, firm, and concise, and without the effort to save the speaker's face. This utterance in (Hafizah, 2019: 428) can occur in a number of situations, such as, (1) the situation of urgent matters relating to the face can be deferred first, (2) related to supply, demand, and advice referring to the interests of the interlocutor and does not require sacrifice the big on the speaker's side; and (3) the speaker has a higher position than the speaker, for example lecturers to students. Positive politeness maintains good manners politeness. Different from bald on record strategy, positive politeness tends to be used for build the closeness between people. The strategy shows care, friendliness and mutuality. In the finding, the researcher found that there are 5 utterances of male students used as positive politeness strategy. Negative politeness strategy is oriented toward the listener's negative face, by establishing carefulness and distance. This politeness strategy contains a guarantee from the listener that the speaker acknowledges, respects and if forced to do, will do the least amount of violation. In the finding, the researcher found that there are 8 utterances of male students used as positive politeness strategy. Off-record politeness strategy occurs when the speaker let the listener interpret the meaning of any utterances during the FTA (Face Threatening Acts). The utterances can be interpreted in

many ways since off-record strategy delivers clues, hints and dubious. Based on the finding, the researcher found that there is 1 male student used off record strategy.

## METHODS

The research design of the study used a qualitative design. The researchers applied the document analysis method because the researchers used the transcript of each participant's message text. The source of the data in this study is primary source because the researchers take the data directly from students which called as someone had firsthand experience texting WhatsApp message to the lecturer. The data of the study can be words or phrase or free flowing text such as narrative and discourse. The data were taken from six classes of English Education Department; 2 classes of 2017 which consisted of 51 students, 2 classes of 2018 which consist of 43 students and 2 classes of 2019 which consisted of 67 students. The data were students' WhatsApp text messages which used politeness strategy to the lecturer when asking something such as assignments, confirmation, etc. In this study, the researcher uses purposive sampling. The respondents are 20 students; 10 male students and 10 female students. The instrument of the study is the researcher as the main instrument for collecting and analyzing the data. To support human as main instrumentation is needed the subordinate instrumentation by using coding used for analyzing the data.

In collecting the data, the researchers use these steps below: (1) the researchers collect male and female students which have sent a question message to the lecturer, (2) the researchers collect the document form the screenshot of WhatsApp text messages to the lecturer of the draft of the document form is the screenshot of WhatsApp text messages to the lecturer requesting by Google form, (3) before the researchers continue to the next step; data analysis, the researchers sorted the WA messages which are appropriate to this study by reading each WA message from the participants. The screenshot of WhatsApp text messages to the lecturer is administrated by the students of STKIP PGRI Jombang 2017-2019 grade from English Department. The student sends the screenshot of WhatsApp text messages to the lecturer related with learning process. The responses will be analyzed when the data had been collected. In analyzing the data, the researchers conduct three steps of qualitative data analysis. Those are: (1) organizing and familiarizing, the researcher reads through all the data and makes transcripts of the data the screenshot of WhatsApp text messages to the lecturer related with learning process sent by male and female students on Google docs; (2) Coding and reducing, the researcher brackets some utterances, phrases or words related to politeness strategy to the transcript data, give a code to each data and reduces some data which not necessary needed; (3) Interpreting and representing, the researcher interprets and represents the data related to politeness strategies proposed by Brown & Levinson (1987). There are two steps in interpreting and representing, the researcher classifies the politeness strategy between male and female students, after classified the politeness strategy of each student when texting their lecturers through WhatsApp text message using table of analysis and second step is write narrative interpretation about how students implement politeness strategy to the lecturers in texting through WA message.

## RESULTS AND DISCUSSION

To answer the statement of the problem in this research, the researchers analyzed the data by understanding and interpreting the utterances that contains politeness strategy and the social context between student's and lecturers and. Furthermore, the following interpretation is explained below.

Data 1 (male student; code: mnp)

*Assalamualaikumwr.wb. <sup>1</sup>Maaf Bu ..., <sup>2</sup>apakah besok Bu ...ke kampus? Saya mau konsultasi mengenai buku guru*  
(*<sup>1</sup>apologizing as negative politeness strategy, <sup>2</sup>giving reason as positive politeness strategy*)

Translated: Assalamualaikumwr.wb. Excuse me Ma'am, are you going to campus tomorrow? I want to consult about teacher's book

From the data 1 above, it can be explained that the student has chosen the way to keep the social relation well with the lecturer. Apologizing is used to express unwilling to impose the lecturer by asking the lecturer's activity schedule while giving reason is used to avoid misunderstanding between them by explaining why the student does the action (willing to consult with lecturer).

Data 2 (female student; code: fnp)

*<sup>1</sup>May apology mam, about the consultation if the member not a full group it is allowed? <sup>2</sup>Because one of my members have to work today? (<sup>1</sup>apologizing as negative politeness strategy, <sup>2</sup>giving reason as positive politeness strategy)*

From the data 2 above, it can be explained that the student has chosen the way to keep the social relation well with the lecturer. Apologizing is used to express inconvenience when the group is not complete to do the task in class presentation while giving reason is used to get the permission by giving reason why the group is not complete, namely: one of the members has to work.

Data 3 (male student; code: mnp)

*AssalamualaikumWr.Wb. <sup>1</sup>Mohon maafbu, sayabisakeekampusnya jam 10, <sup>2</sup>pripun bu? (<sup>1</sup>apologizing as negative politeness strategy, <sup>2</sup>noticing the listener's/ reader's willing as positive politeness strategy)*

Translated: AssalamualaikumWr.Wb. Sorry ma'am, I can go to campus at 10, can I?

From the data 3 above, it can be explained that the student has chosen the way to keep the social relation well with the lecturer. Apologizing is used to express inconvenience when the student can't come based on the schedule agreement while noticing the listener's willing is the impact which the student can receive whether the lecturer agrees to change the time schedule or not that can be thought the solution after getting the answer from the lecturer.

Data 4 (male student; code: mpn)

*Assalamualaikumbu, <sup>1</sup>mau tanyaitu yang template di classroom itukitamencarimateriitu di jurnalapabagaimanabu? <sup>2</sup>Mohon penjelasannyangeb? Matursunwun (<sup>1</sup>noticing the listener's willing as positive politeness strategy, <sup>2</sup>impersonalize listener/ reader by avoiding mentioning I, you, me as negative politeness strategy)*

Translated: Assalamualaikum ma'am, I want to ask about classroom template, do we find out the material in journal or else? thank you.

From the data 4 above, it can be explained that the student has chosen the way to keep the social relation well with the lecturer. The student wants to confirm about the task given by the lecturer by noticing the listener's willing whether the student is asked to find out material in journal or else. The student also asks the lecturer to re-explain indirectly by using impersonalize listener.

Data 5 (female student; code: fnp)

*<sup>1</sup>Mohon maafsayamautanya Bu, <sup>2</sup>untuk novel apakah yang dibacabarusbibdari 1 novel juga bu? (<sup>1</sup>apologizing as negative politeness strategy, <sup>2</sup>noticing the listener's/ reader's willing as positive politeness strategy)*

Translated: Excuse me ma'am I want to ask, must we read more than one novel?

From the data 5 above, it can be explained that the student has chosen the way to keep the social relation well with the lecturer. The student expresses apology to begin the conversation as well as to get information from the lecturer by using apologizing as negative politeness strategy. The student

wants to confirm about the task given indirectly to make sure how many novels they have to read by noticing the listener's willing as positive politeness strategy.

Data 6 (female student; code: fnn)

*Assalamualaikum Bu, <sup>1</sup>mohon maafmenggangguwaktunya, <sup>2</sup>saya inginkonsultasimengenai outlining speech yang sudahsayakirimkanke google classroom. Terimakasih. (<sup>1</sup>apologizing as negative politeness strategy, <sup>2</sup>minimizing the imposition as negative politeness strategy)*

Translated: Assalamualaikum Bu, excuse me to disturb you. I want to consult about outlining speech that I have sent to the google classroom. Thank you.

From the data 6 above, it can be explained that the student has chosen negative politeness by apologizing to start the conversation before asking about assignment to the lecturer to minimize imposition by reducing question and using statement.

Data 7 (male student; code: mnp)

*Assalamu'alaikum Bu. <sup>1</sup>mohon maafmenggangguwaktunya. sayamabasiswa 2017 B. <sup>2</sup>ini sayamaubertemudenganibu dan bertanya perihalskripsi. Kira-kiraibubisaditemuihariapa? (<sup>1</sup>apologizing as negative politeness strategy, <sup>2</sup>intensifying interest to listener/ reader as positive politeness strategy)*

Translated: Assalamu'alaikum ma'am. Excuse me to bother your time, I am student of 2017 B. I want to meet you to ask about thesis. What day can I meet you?

From the data 7 above, it can be explained that the student has chosen negative politeness by apologizing to start the conversation. The student uses intensifying interest to listener to make the listener focus on the topic that is essential to be discussed which can attract the listener/reader to give response as positive politeness strategy.

Data 8 (female student; code: fnn)

*Assalamu'alaikumwarahmatullahiwabarakatuh. <sup>1</sup>Ngapunten bumenggangguwaktupanjenengan. <sup>2</sup>Mpun supe besokhariKamispukul 12.30 waktunya Communicative English Grammar meeting 1 latihantes TOEFL (<sup>1</sup>apologizing as negative politeness strategy, <sup>2</sup>impersonalizing listener/ reader by avoiding 'I, you' as negative politeness strategy)*

Translated: Assalamu'alaikumwarahmatullahiwabarakatuh. Excuse me ma'am to disturb your time. Don't forget to have TOEFL test practice for Communicative English Grammar tomorrow on Thursday at 12.30.

From the data 8 above, it can be explained that the student has chosen negative politeness by apologizing to start the conversation. The student uses impersonalizing listener to minimize imposing in reminding the schedulethat can save the lecturer's face.

Data 9 (female student; code: fpn)

*Assalamu'alaikum Bu ..., saya ... dari 2019 B, <sup>1</sup>untuk yang tugas CMD itusampai KD 4.9 yang sudahdisediakanpanjenengannge? <sup>2</sup>berarti tidakperlumengisi KD lagi? (<sup>1</sup>presuppose listener's/reader's want as positive politeness strategy, <sup>2</sup>impersonalizingby avoiding 'me, you, I' as negative politeness strategy)*

Translated: Assalamu'alaikumma'am ..., I amfrom 2019 B, the task of CMD is till 4.9 basic competence prepared by you, isn't it? so we don't need to fill out the basic competence?

From the data 9 above, it can be explained that the student has tried to make sure that both speakers understand about the main topic which is discussed as positive politeness strategy and the student uses impersonalizing in giving emphasizing in the form of question.

Data 10 (male student; code: mnn)

*<sup>1</sup>Maaf bu, <sup>2</sup>teman teman memintakeringan pengumpulan tugasnya karena masih banyak tugas lain yang belum dikerjakan bu, kalau ibu membentak mungkin bisa diperpanjang sampai besok bu (<sup>1</sup>apologizing as negative politeness strategy, <sup>2</sup>being pessimistic as negative politeness strategy)*

Translated: Excuse me, ma'am, friends ask for relief in submitting the task because there are still many midterm tests which have not been done. Would you allow to extend till the next Wednesday?

From the data 10 above, it can be explained that the student begins the conversation by apologizing as negative politeness strategy. The student tries to get time extension to submit the assignment by giving the reason why they cannot handle it on time although it seems that the student feels pessimistic as negative politeness strategy.

Data 11 (male student; code: mn)

*Pripun Ma'am? (a direct question as negative politeness strategy)*

Translated: Can it be, ma'am?

From the data 11 above, it can be explained that the student asks the lecturer's opinion directly whether his understanding on material is right or not as negative politeness strategy by showing the result of his assignment.

Data 12 (male student; code: mp)

*Assalamu'alaikum Bu, untuk tugas upload videonya ingin langsung dishare di google classroom atau bagaimana bu? (giving notice to listener's/ reader's want as positive politeness strategy)*

Translated: Assalamu'alaikum ma'am, is the task to upload the video shared in google classroom or else?

From the data 12 above, it can be explained that the student tries to find out what the lecturer wants the student to do in doing the assignment by giving notice to listener's want as positive politeness strategy.

Data 13 (male student; code: mn)

*Assalamu'alaikum Bu ..., inilah jadwal seminar saya bu (be direct as negative politeness strategy)*

Translated: Assalamu'alaikum Ma'am, this is the schedule of my seminar proposal.

From the data 13 above, it can be explained that the student wants to give information about the seminar schedule with no other information. The text shows indirectly that the student also wants to be given information whether the lecturer can examine in that day or not.

Data 14 (female student; code: fp)

*Assalamualaikum. Pripun Bu, teman-teman menunggu (giving reason as positive politeness strategy)*

Translated: Assalamualaikum. How is it? friends are waiting.

From the data 14 above, it can be explained that the student wants to give information that she and her friends have waited for the lecturer's attendance and asks for the certainty whether she can give the lecture implicitly by giving reason as positive politeness strategy.

Data 15 (female student; code: fnp)

*Assalamualaikum Bu..., <sup>1</sup>mohon maafmengganguwaktunya. <sup>2</sup>Untuk hariKamistetapmelanjutkan student report sepertibiasayabu? Terimakasih (<sup>1</sup>apologizing as negative politeness strategy, <sup>2</sup>presupposing listener's/reader's want as positive politeness strategy).*

Translated: Assalamualaikum Bu, excuse me for disturbing your time. Do we keep having student's report on Thursday as usual? Thank you.

From the data 15 above, it can be explained that the student apologizes to begin the conversation as negative politeness strategy. The student also supposes to continue the previous activity in the class as well as asks for the lecturer's agreement by presupposing listener's want as positive politeness strategy.

Data 16 (female student; code: fnp)

*Assalamualaikum, Bu .... <sup>1</sup>Mohon maafmengganguwaktunya di pagihari. <sup>2</sup>saya inginmemberitabukanjika file zip uts Instructional Media kelas 2018-B sudahsayakirimkanke email panjenengan. Terimakasihbanyaksebelumnyaibu. (<sup>1</sup>apologizing as negative politeness strategy, <sup>2</sup>presupposing listener's/reader's want as positive politeness strategy).*

Translated: Assalamualaikum, Ma'am. Excuse me to disturb you in the morning. I want to tell that I have sent the zip file of midterm test of instructional media of 2018-B class to your email. Thanks in advance, ma'am.

From the data 16 above, it can be explained that the student apologizes to begin the conversation as negative politeness strategy. The student gives information in a statement that she has sent the assignment as the lecturer asks.

Data 17 (female student; code: fnn)

*Assalamualaikumwr.wb. Selamatpagibu, <sup>1</sup>maaf mengganguwaktunya. sayadarikelas 2018 A, <sup>2</sup>mohon izinbu, sayamauberkonsultasidenganpanjenenganterkaitdengankelompok assessing vocabulary darikelompok 6, apakahpanjenenganbisahariinibu? Terimakasih. Wassalamualaikumwr.wb (<sup>1</sup>apologizing as negative politeness strategy, <sup>2</sup>giving deference as negative politeness strategy)*

Translated: Assalamualaikumwr.wb. Good morning, ma'am, excuse me to disturb your time. I am from 2018 A, I want to ask for your permission, I want to consult with you related with the sixth group in assessing vocabulary. Can we meet today, ma'am? Thank you. Wassalamualaikumwr.wb

From the data 17 above, it can be explained that the student apologizes to begin the conversation as negative politeness strategy. The student asks for permission to explain his intention to discuss about group in assessing vocabulary by giving deference as negative politeness strategy.

Data 18 (female student; code: fnn)

*Assalamualaikum Pak ... <sup>1</sup>Maaf mengganguwaktupanjenengan. Saya ... darikelas 2017 A. <sup>2</sup>saya maubertanya. Apakahjum'atmingguiniituutsnopopak? (<sup>1</sup>apologizing as negative politeness strategy, <sup>2</sup>be direct as negative politeness strategy)*



Translated: Assalamualaikum Sir. Excuse me to disturb your time. I am from 2017 A class. I want to ask whether this Friday is midterm test or not, Sir?

From the data 18 above, it can be explained that the student apologizes to begin the conversation as negative politeness strategy. The student wants to ask for information about the midterm test directly with the answer yes or no.

Data 19 (male student; code: mor)

*Gimanabu? initemen-temenudahsiap meet* (<sup>1</sup>off record strategy by giving hints)

Translated: How is it? Friends have been in google meet.

From the data 18 above, it can be explained that the student tries to give hint to the lecturer that the class should be started because the students have been ready in google meet class by using off record strategy.

Data 20 (male student; code: mnn)

*Assalamualaikum, bu...saya ... 2018 B, 'maaf mengganggu waktunya, 'saya tadibelumikututsbukarnatadi di jalan, masibkerjabu, ndak tau kalanadautshariini, jadibagaimanabu? apabolehsayaikututssusunan?* (<sup>1</sup>apologizing as negative politeness strategy, <sup>2</sup>being pessimistic as negative politeness strategy)

Translated: Assalamualaikum, ma'am I am from 2018 B, sorry to disturb your time, I have not joined the midterm test because I am still on the way. I am in my job. I don't know that there is midterm test today. May I join in the next midterm test.

From the data 20 above, it can be explained that the student begins the conversation by apologizing as negative politeness strategy. The student tries to get time extension to join midterm test given by the lecturer for the students who can't attend the midterm test on that day by giving the reason why he cannot attend to do his job so that he is late to know the information. It seems that the student feels pessimistic as negative politeness strategy.

From the finding, it can be explored that the students tend to apply positive politeness strategy and negative politeness strategy. The male students less to use off record strategy and the female students tend to avoid using the off-record strategy. They apply the politeness strategy to keep good relation and avoid offending the lecturer when they want to ask questions or want to ask for time expansion and others. The classification of politeness used by students can be seen in table 1 below.

**TABLE 1.** Students' Politeness Strategy

| Gender    | Negative Politeness | Positive Politeness | Off Record    |
|-----------|---------------------|---------------------|---------------|
| 1. Male   | 10 times to apply   | 5 times to apply    | Once to apply |
| 2. Female | 13 times to apply   | 6 times to apply    | -             |

The finding also supports the previous research stated by Jannah, et.al.(2017: 150) and (Febriadina, et.al. 2018: 73-83) stated that women tend to be more polite than the men. This research has added information related the politeness strategy in writing text through WA application, namely: the female students tend to use negative politeness when they chat their lecturer. Female students tend to use apologizing as negative politeness strategy to start the conversation as much as 67%, use impersonalizing listener/reader by avoiding the use of subject you and subject I as negative politeness as much as 17 % and use giving deference as negative politeness as much as 9% and use

minimizing the imposition as much as 9%. The positive politeness strategy which is used by female students is namely: presuppose listener's or reader's want as much as 67% and giving reason as much as 33%. Male students also tend to use negative politeness in the form of apologizing as much as 38%, being pessimistic as much as 25%, being direct as much as 25% and impersonalizing listener/reader by avoiding the use of subject you and subject as much as 12%. Male students tend to use positive politeness strategy, namely: noticing the listener's or reader's willing as much as 60%, giving reason as much as 20% and intensifying interest as much as 20%. There is only one male student that uses off-record strategy that is considered as face threatening act.

## CONCLUSION

Both female and male students tend to use negative and positive politeness strategy although the research shows that female tends to use negative politeness strategy more. There is only one male student that uses off-record strategy which is included in face threatening act that can cause the face of the reader cannot be saved. There is a lack in this research, namely: (1) this research only finds out the politeness strategy by male and female students through their chat text but it hasn't seen the impact by seeing the reader or the lecturer's response, (2) the instrument used is the student's chat text so that it can be added in the future research by using another instrument such as questioner to find out the student's and lecturer's perception related with the politeness strategy as one of character or affective education.

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