MALE AND FEMALE STUDENTS' POLITENESS STRATEGY USED IN TEXTING THROUGH WA MESSAGE FROM STUDENTS TO THE LECTURERS: A SOCIOPRAGMATIC STUDY

[1] Diana Anggun Safitri, [2] Chalimah

[1]*Corresponding Author dianaanggunsftr@gmail.com*

Abstract

In the current era, the world has been shocked by the phenomenon of the COVID-19 which makes almost all activities outside the home stopped, as well as academic activities such lectures. In such a situation, students and lecturers must continue their learning activities through online media. By communicating through WA, students often do some mistakes in the aspect of politeness which makes the lecturer growled because some student's impolite utterances. The researcher wants to classify the types of politeness strategy used by male and female students and also find the most strategy used by male and female students in texting the lecturers through WA message using the theory of politeness strategy by Brown and Levinson (1987). Moreover, the researcher also wants to find out the implementation of politeness strategy used by students in texting through WA message. Here, the design used was qualitative design and the method was document analysis method. The researcher found that between 10 male students and 10 female students, there are only three politeness strategies by Brown and Levinson which implemented by students in texting through WA message, those are positive politeness strategy, negative politeness strategy and off record strategy. In texting through WA message negative politeness is the most politeness strategy used by male and female students.

Keywords: Politeness Strategy, Types of politeness strategy, male and female students WA message, social context, sociopragmatic

1. Introduction

Social life is inseparable in doing everyday life as human being. People around the world make an interaction each other using a language. Yule (1996:59) said that a linguistic is necessarily a social interaction. As Yule has already said that linguistic interaction is social interaction, there should be some principles in communicating using language that make the speaker and the listener not wrong in interpreting what is expressed by each other. Thus, using politeness in communication is necessary. Politeness can be an ethic which applied in communication which reflect the personality and culture of a nation. Generally, in Indonesia politeness has become vital issue in doing everyday communication. According to Yuliawati et al., (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 and politeness. Conversely, if someone always uses abusive and impolite language, he is considered to be a bad person. However, in Indonesia, communicating with politeness has begun to decrease in today's advanced digital era. Silalahi (2012) in Hafizah (2019:425) stated that in an era of rapidly developing technology, humans in conveying their ideas, concepts, thoughts and opinions have experienced a shift that tends to be negative.

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 (2019), eighty-three percent of 171 million internet users are WhatsApp (WA) users. As Kominfo statement that 83% of 171 million internet users is WA users, it means that Indonesian can be separated from WA use. WA is the most flexible application or social media to be used by various field, from business field, political field up until education field used WA. At the end of 2019, the world has been shocked by the phenomenon of the COVID-19 virus which makes almost all activities outside the home stopped, as well as academic activities such lectures. In such a situation, students and lecturers must continue their learning activities through online media. WA has been the one of the preferred media that is often used to communicate between students and lecturers.

By communicating through WA, students often do some mistakes in the aspect of politeness which makes the lecturer growled because of student's utterances. Some students' utterances are often categorized as impolite to say to their lecturers as their educators. Mulyono et al., (2019:295) stated that one of the emerging issues of the use of text messaging over the WhatsApp application among teachers and students is concerned with students' impoliteness. As Mulyono's statement, students are indicated to undergo impoliteness communication with the teacher because they use WA communication. However, there are also students who use politeness strategy to bring positive respond between students and the lectures.

Politeness is giving the impression to the listener or reader. Politeness behavior is highly rational phenomenon, Brown and Levinson (1987:60) explained Face Threatening Act concept that the speaker needs to threaten the hearer's face to make a self-image toward the speaker and the hearer. It means, politeness appears related to other's the face saving act; "negative face" is speaker's want to be independent and free from imposition, "positive face" is speaker's want to be connected, to belong, to be a member of the group (Yule, 2006:119). Thus, the face has significant role in politeness to build self-image between the speaker and hearer. Moreover, FTA can benefit the speaker to decide politeness strategy based on other's apparent face needs. Furthermore, social context between the hearer and speaker can not 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 etween speaker and hearer. 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 and 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 according to Kusumaswarih (2018) 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 hearer's negative face, by establishing carefulness and distance. This politeness strategy contains a guarantee from the hearer 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 hearer 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, 2006:316). Some research has revealed that the use of language of male and female is different. According to Graddol and Swan (2003: 147) 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' whatsapp messenger to lecturers. Nurjanah (2017:147-154) conducted male and female linguistic politeness in speaking classroom.

These previous studies had explained male and female students' politeness in verbal communication. Hafizah (2019:425-434) dicsussed the politeness strategy in students' lingua franca to their lecturers via WhatsApp at in information technology departments of techinal faculty Universitas Bhayangkara Jakarta Raya, Mulyono et al. (2019:295-318) explained politeness strategies in teacher-students WhatsApp communication. These previous studies have discussed politeness strategy using nonverbal communication on WhatsApp text message. According to the previous studies, the researcher did not found that there is a previous study who revealed politeness strategy used by male and female students in verbal communication in college students. So, the presents study is the newest one which mixes the politeness issues which accordance with gender differences in college students. This research is conducted to find out how are student's politeness strategies implemented in texting through WA message from students to the lecturers.

2. Literature Review

2.1. Gender

Many researchers found that in gender and linguistics politeness men and women have different linguistics politeness. According to Graddol and Swan (2003:147) in Febriadina et al., (2018:74), gender differences can be viewed from someone's utterance. Means, between male and female can indicate different style or form in using language. In line with Graddol and Swan, Harooni and 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 Nurjanah et al. (2017:150) characterized female's speech as politer than men. This finding also supported by Emilia et al., (2017) in Febriadina et al., (2018:74), who said that the form of utterance between male and female students are 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. In addition, according to Lorenzo-Dus & Bou-Franch (2003:187-199), compared to male, female are more likely than male to express positive politeness and use mitigating strategies to avoid or minimize threatening their interlocutor's face. So, when communicating with hearer female involves their feeling and try not to make interlocutors lose their face.

2.2. Context

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.

   Example: "Can you give me that clothes?" (pointed on the clothes).

   From the example, the hearer know how speaker want by looking at the clothes which pointed by the speaker because the hearer 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 heart warmed person, he helps anyone who need help without thinking who are they".

   From the example above the hearer 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 hearer who involved in the conversation. The relationship can be seen from the status, intimacy, or formality of the hearer and the speaker. So, the hearer and speaker can choose appropriate language used in the conversation.

Example: "Give me ten dollars!"

From the example above the hearer talk informally which sounds impolite to the speaker because the hearer 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 hearer. This context is related to an assumption which believed by both of the speaker and the hearer.

Example:

Mark: "what a good news!!!, Mr. Jeffery will teach us again in the last semester!!!"

Anggun: "are you serious? Don't you dare to lie to me Mark!"

Mark: "Of course I'm 100% serious"

From the example above, between the speaker and the hearer have known that there is something good in Mr. Jeffery.

2.3. Politeness Strategy

Related with the theory which proposed by Brown and Levinson (1987), there are four kinds of politeness strategies those are: bald on record, positive politeness strategy, negative politeness, and off-record.

1. Bald on record strategy

Bald on record strategy is straightforward speech which clear, firm, and concise, and without the effort to save the speaker's face. This utterance according to Kusumaswarih (2018) 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.

2. Positive Politeness Strategy

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.

3. Negative Politeness Strategy

Negative politeness strategy is oriented toward the hearer's negative face, by establishing carefulness and distance. This politeness strategy contains a guarantee from the hearer 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.

4. Off Record Strategy

Off-record politeness strategy occurs when the speaker let the hearer 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.

3. Method

The research design of the study used a qualitative design. The researcher applied the document analysis method because the researcher used the transcript of each participants' message text. The source of the data in this study is primary source because the reseacher 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 writer herself as the primary instrument. Sugiyono (2018:222) stated that in qualitative research, human or the researcher is the instrument, it means that the researcher is the main instrument for collecting and analyzing the data. To support human as main instrumentation is needed the subordinate instrumentation. Those are Google docs used for collecting the data, table of coding (see table 3.1) and table of analysis (see table 3.2) used for analyzing the data.

In collecting the data, the researcher uses these steps bellow:

1. The researcher collects male and female students which have sent a question message to the lecturer.

2. The researcher collects 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 researcher continues to the next step; data analysis, the researcher sorted the WA message which contain politeness strategy by reading each WA message from the participants. after that the researcher continues the next step to make data transcript.

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 later the data was collected.

In analyzing the data, the researcher conducts three steps of qualitative data analysis which adopted from Ary et al. (2010:482). 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 form.

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.

Example:

Coded to be:

Table 3.1 Table of Coding

No.	Data Code	Students' WhatsApp Text	Reduced data
1.	Datum 1	*"Assalamualaikum, Sir.* *Saya (name) dari kelas 2017 B. [Minta pendapat njenengan tentang podcast saya.]*	*[Minta pendapat njenengan tentang podcast saya.]*

		Terimakasih"	

Symbol and code:

()   : Bracket to hide the name of participants

[]   : Bracket for utterance related to politeness strategy

3. Interpreting and representing, the researcher interprets and represents the data related to politeness strategies proposed by Brown and 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.

Step 1: the researcher classifies the politeness strategies by male and female students using table of analysis.

Table 3.2 Table of Analysis Politeness Strategy Male

and Female Students

No.	Data Code	Politeness Strategy	Indicator	Students' WhatsApp Text	Male Student	Female Student
1.	Datum 1	NP & PP	1. AP 2. G/R	S: Assalamualaikum wr wb. [1]**[Maaf Bu Laila]**, [2]**[apakah besok Bu Laila ke kampus? Saya mau konsultasi mengenai buku guru]**	√	

Step 2: the researcher interprets and represents how are student's politeness strategies implemented in texting through WA message.

Datum 1

S: Assalamualaikum wr wb.

1[Maaf Bu Laila], 2[apakah besok Bu Laila ke kampus? Saya mau konsultasi mengenai buku guru]

                                          1Apologize, 2 Give reason

The student's utterance in the text above using two kinds of politeness strategy, those are negative politeness and positive politeness. Student used apologize strategy to express his unwilling to impose the lecturer because he wanted to ask the lecturer's schedule for tomorrow. After apologizing, student give reason about why did he ask the lecturer's

schedule. Give reason here is included as positive politeness strategy.

The researcher found that the lecturer may has a social context as the mentor of the students in a project because the student talked about consultation to the lecturer.

4. Finding and Discussion

In this part, the researcher identified the politeness strategy which used by male and female using the theory of Brown and Levinson (1987). Brown and Levinson divided the politeness strategy into four strategies; bald on record (BOR), positive politeness (PP), Negative Politeness (NP) and off record (OR). In classifying the utterances into four politeness strategies proposed by Brown and Levinson, the researcher use the table of analysis equipped by the indicator or sub strategies which also explained by Brown and Levinson (1987). Then, the researcher explains the politeness strategy which used by male and female students in each sus of politeness strategies.

Before the researcher analyzes students' WA text from male and female students to the lecturer, the researcher done coding and reducing data (see appendix). After coding and reducing, the researcher classified male and female students' politeness strategy as theory proposed by Brown and Levinson (1987) (see appendix).

After classifying the data, the researcher found that there are 3 politeness strategies as proposed by Brown and Levinson (1987) which used by male and female students in texting the lecturer through WA message. From 10 male students and 10 female students, the researcher found that there are 18 utterances of negative politeness strategy (NP), 11 utterances of positive politeness strategy (PP) and 1 utterance of off record strategy (OR).

Related with the theory which proposed by Brown and Levinson (1987), there are four kinds of politeness strategies those are: bald on record, positive politeness strategy, negative politeness, and off-record.

1. Bald on record strategy

The researcher did not find any utterances which showing bald on record strategy. It means, the students are not absolutely denying lecturer position as their lecturer by saving lecturer's face while texting through WA.

2. Positive Politeness Strategy

The researcher found that there are 5 utterances of male students used as positive politeness strategy. However, female students have 6 utterances which included as positive politeness strategy. Thus, female students thought that they need to build closeness between students and lecturer while texting through WA more than male students.

3. Negative Politeness Strategy

The researcher found that there are 8 utterances of male students used as positive politeness strategy. However, female students have 10 utterances which included as positive politeness strategy. So, female students thought that they need to establish carefulness and distance to be more respectful while texting with lecturer through WA more than male students.

4. Off Record Strategy

The researcher found that there is 1 male student used off record strategy. Means, that the student did not want to e to the point to the lecturer in texting through WA message.

From finding above, the researcher found that between 10 male students and 10 female students are using different politeness strategy in texting the lecturer. The researcher found that there are 5 utterances of positive politeness strategies, 8 utterances of negative politeness strategies and 1 utterance of off record strategy are used by male students which showed as blue color in the chart. While for female students, the researcher found 6 utterances of positive politeness strategies and 10 utterances of negative politeness. So, both of male and female students tend to use negative politeness strategy as the most strategy used in texting the lecturer through WA message. However, female students used more negative politeness strategy than male student.

To answer the statement of the problem in this research, the researcher 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

will be explained below.

Datum 1

S: *Assalamualaikum wr wb.*
[1][Maaf Bu Laila], [2][apakah besok Bu Laila ke kampus? Saya mau konsultasi mengenai buku guru]

[1]Apologize, [2]Give reason

The student's utterance in the text above using two kinds of politeness strategy, those are negative politeness and positive politeness. Student used apologize strategy to express his unwilling to impose the lecturer because he wanted to ask the lecturer's schedule for tomorrow. After apologizing, student give reason about why did he ask the lecturer's schedule. Give reason here is included as positive politeness strategy.

The researcher found that the lecturer may has a social context as the mentor of the students in a project because the student talked about consultation to the lecturer.

Datum 2

S: *[1][May apology mam], about the consultation if the member not a full group it is allowed? [2][Because one of my member have to work today?]"*

[1] Apologize, [2] Give reason

The student's utterance in the text above using two kinds of politeness strategy, those are negative politeness and positive politeness. Student used apologize strategy to express his unwilling to impose the lecturer because she wanted to ask lecturer's permission to allow the group consultation although the member was not complete. After apologizing, student give reason about why did she ask for lecturer's permission. Give reason here is included as positive politeness strategy.

The researcher found that the lecturer may has a social context as the lecturer in a class because she talked about group consultation or even the mentor of the students in a project with her group.

Datum 3

S: *Assalamualaikum Wr.Wb [1][Mohon maaf bu, saya bisa ke kampusnya jam 10], [2][pripun bu?]*

[1] Apologize, [2] Notice to hearer's want

The student's utterance in the text above using two kinds of politeness strategy, those are negative politeness and positive politeness. Student used apologize strategy as negative politeness strategy to express his unwilling to impose the lecturer. He indirectly asked to the lecturer "does she free at 10 a.m.?". It indicates that he wanted to meet the lecturer at 10 a.m. After apologizing, student notice to the lecturer want by saying "pripun bu" which means "how do you think" in English. Notice to lecturer wants here is included as positive politeness strategy.

The researcher found that the lecturer may has a social context as the lecturer in a class because he wanted to meet the lecturer or even the mentor of the students in a project with his group.

Datum 4

S: *Assalamualaikum bu saya (name) [1][mau tanya itu yang template di classroom itu kita mencari materi itu di jurnal apa bgaimana bu?] [2][Mohon penjelasan nya nggeh?] Matur suwun*

[1] Notice to hearer's want, [2] Impersonalize hearer (avoiding "me, you,I")

The student's utterance in the text above using two kinds of politeness strategy, those are positive politeness and negative politeness. Student noticed to the lecturer want by asking a confirmation about the material in his classroom which classified as positive politeness strategy. After that, student asked something to do by the lecturer using highest performative verb in text "mohon penjelasannya nggeh". It means, students wanted to ask something to do by indirectly convey that he is unwilling to impose the lecturer. Impersonalize hearer here as negative politeness strategy.

The researcher found that the lecturer obviously has a social context as the lecturer in a class because he talked about the material in the class.

Datum 5

S: [1][Mohon maaf saya mau tanya Bu], [2][untuk novel apakah yang dibaca harus lebih dari 1 novel juga bu?]

[1] Apologize, [2] Notice to hearer's want

The student's utterance in the text above using negative politeness. Student used apologize strategy to express his unwilling to impose the lecturer because she wanted to ask about something to lecturer. After apologizing, student asked about lecturer's wants for her assignment. It means, students noticed to the lecturer want which included the strategy of negative politeness strategy.

The researcher found that the lecturer obviously has a social context as the lecturer in a class because she asked about the assignment for the class.

Datum 6

S: Assalamualaikum Bu, [1][mohon maaf mengganggu waktunya.] Saya (name) 2019 B, [2][ingin konsultasi mengenai outlining speech yang sudah saya kirimkan ke google classroom. Terimakasih]

[1] Apologize, [2] Minimize the imposition

The student's utterance in the text above using negative politeness. First, student used apologize strategy to express her unwilling to impose the lecturer because she wanted to talk about something to lecturer. After apologizing, student talked about her assignment which has been sent by her. She tried to minimize the imposition by reducing question mark and using statement sentence.

The researcher found that the lecturer obviously has a social context as the lecturer in a class because she asked about her assignment for the class.

Datum 7

S: Assalamu'alaikum Bu
[1][Mohon maaf mengganggu waktu nya]
Saya (name) mahasiswa 2017-B
[2][Ini saya mau bertemu dengan ibu dan bertanya perihal skripsi
Kira" ibu bisa ditemui hari apa?]

[1] Apologize, [2] Intensify interest to hearer

The student's utterance in the text above using two different politeness strategy those are negative politeness and positive politeness. First, student used apologize strategy to express his unwilling to impose the lecturer because he wanted to talk about something to lecturer. After apologizing, student tried to make lecturer interesting to respond because he wanted to talk about his thesis. It means, students intensify lecturer's interest which included the strategy of positive politeness strategy.

The researcher found that the lecturer may have a social context as student's homeroom lecturer or mentor for his thesis since he wanted to talk about his thesis.

Datum 8

S: Assalamu'alaikum warahmatullahi wabarakatuh
[1][Ngapunten bu mengganggu waktu panjenengan.] [2][Mpun supe besok hari Kamis pukul
12.30 waktunya Communicative English Grammar meeting 1 latihan tes TOEFL]

[1] Apologize, [2] Impersonalize hearer (avoiding "me, you,I")

The student's utterance in the text above using two kinds of strategy which included in
negative politeness strategy. Student apologizing to the lecturer first because she may disturb
lecturer's time. After that, student reminded lecturer about the class schedule by avoiding "I"
and "you" to minimize imposing lecturer's face. It means, student tried to impersonalize the
hearer.

The researcher found that the lecturer obviously has a social context as the lecturer in a
class because she talked about the schedule in the class.

Datum 9

S: Assalamu'alaikum Bu Laila, saya (name) dari 2019B, [1][untuk yang tugas CMD itu sampai
KD 4.9 yang sudah disediakan panjenengan nggeh?] [2][berarti tidak perlu mengisi KD lagi?]
Terima kasih

[1] Presuppose hearer's want, [2] Impersonalize hearer (avoiding "me, you, I")

The student's utterance in the text above using two kinds of politeness strategy, those are
positive politeness and negative politeness. Here, student tried to presuppose lecturer's wants
by matching what did she understand with what may lecturer want. After saying so, student
asked the lecturer without using "I", "you", or "me". It means, students done strategy
impersonalizing the hearer by avoiding "I", "you", or "me".

The researcher found that the lecturer obviously has a social context as the lecturer in a
class because he talked about the assignment in a class.

Datum 10

S: [1][Maaf bu,] [2][teman teman meminta keringanan pengumpulan tugasnya karena masih
banyak uts lain yang belum dikerjakan bu, kalau ibu menghendaki mungkin bisa
diperpanjang sampai rabu depan bu]

[1] Apologize, [2] Be pessimistic

The student's utterance in the text above used negative politeness strategy. Here, student
used apologize strategy to express his unwilling to impose the lecturer. After apologizing,
student asked the lecturer to give leeway in collecting the middle task. Students said that there
are a lot of another middle task which done work yet. By saying so, it means that student
became pessimistic.

The researcher thought that the lecturer obviously has a social context as the lecturer in a
class because he talked about the middle task in a class.

Datum 11

S: [Pripun Ma'am?]
L: Ok bisa.
Yang ini saya belum paham, bagian mana yang akan diambil jadi instrument.

Be direct which means be conventionally indirect

The student's utterance in the text above is used negative politeness strategy. Student tried to directly ask about the lecturer's opinion. Here, he asked without adding any object or subject which can make lecturer do not know what he talked about. So, it can be indirectly said that he had contact lecturer before and tried to asked again about what he talked before.

The researcher found that the lecturer may have a social context as student's mentor in research project.

Datum 12

S: Assalamualaikum Bu Yunita [untuk tugas upload videonya ini langsu di share di google classroom atau bagaimana bu?]

Notice to hearer's want

The student's utterance in the text above used positive politeness strategy. Student tried to directly ask for lecturer's opinion about the assignment. So, it can be said that he tried to no said that he had contact lecturer before and tried to asked again about what he talked before.

The researcher thought that student and lecturer obviously have a social context as student and lecturer in a class.

Datum 13

S: Assalamu'aikum bu Laila, [ini jadwal sempro saya bu]

Be direct which means be conventionally indirect

The student's utterance in the text above is used negative politeness strategy. Student tried to directly give information about his seminar schedule. Here, he texted without adding any explanation about what lecturer should do. So, it can be indirectly said that he asked about the lecturer schedule, is the lecturer free or not in that time.

The researcher found that lecturer may have a social context as student's mentor in research project.

Datum 14

S: Assalamualaikum
[Pripun Bu, Teman-teman menunggu..]

Give reason

The student's utterance in the text above is used positive politeness strategy. She tried ask something in some context by giving a reason to lecturer. So, it can be said that she implemented give reason as positive politeness strategy.

The researcher found that lecturer may have a social context as student's mentor in research project.

Datum 15

S: Assalamualaikum Bu Dian, [1][mohon maaf mengganggu waktunya.] [2][Untuk hari Kamis tetap melanjutkan student report seperti biasa ya bu?]
Terimakasih

[1] Apologize, [2] Presuppose hearer's want

The student's utterance in the text above used two kinds of politeness strategy, those are negative politeness strategy and positive politeness strategy. Student tried to apologize to disturb lecturer's time. After that she asked about class schedule for Tuesday by presupposing that lecturer want a class like usually. It means, she presupposed to lecturer's wants as

positive politeness strategy.

The researcher found that student and lecturer obviously have a social context as student and lecturer in a class.

Datum 16

S: *Assalamualaikum, Bu Ima. [1][Mohon maaf bu mengganggu waktunya di pagi hari.] [2][Saya ingin memberitahukan jika file zip uts Instructional Media kelas 2018-B sudah saya kirimkan ke email panjenengan.] Terima kasih banyak sebelumnya ibu.*

[1] Apologize, [2] Minimize the imposition

The student's utterance in the text above used negative politeness strategy. Student tried to apologize to disturb lecturer's time. After that she talked about class assignment which had sent by her to lecturer's email. Here, she tried to minimize imposing the lecturer because she used statement sentence rather than performative verb to lecturer. It means, she presupposed to lecturer's wants as positive politeness strategy.

The researcher thought that student and lecturer obviously have a social context as student and lecturer in a class.

Datum 17

S: *Assalamualaikum wr. wb.*
Selamat pagi bu, [1][maaf menganggu waktunya.]
Saya (name) darikelas 2018 A, [2][mohon izin bu, saya mau berkonsultasi dengan panjenengan terkait dengan kelompok assesing vocabulary dari kelompok 6, apakah panjengan bisa hari ini bu?]
Terimakasih
Wassalamualaikum wr.wb

[1] Apologize, [2] Give deference

The student's utterance in the text above used negative politeness strategy. Student tried to apologize to disturb lecturer's time. After that he asked permission to lecturer about the schedule of group consultation in lecturer's class for that day. Here, he gave deference to lecturer by saying "mohon izin bu" which means "excuse me".

The researcher found that student and lecturer obviously have a social context as student and lecturer in a class.

Datum 18

S: *Assalamualaikum pak ion.. [1][Maaf menganggu waktu panjenengan..] Saya (name) dari kelas 2017-A.. [2][Saya mau bertanya.. Apakah jum'at minggu ini itu uts nopo pak?]*

[1] Apologize, [2] Be direct

The student's utterance in the text above used two kinds of politeness strategy, those are negative politeness strategy and positive politeness strategy. Student tried to apologize to disturb lecturer's time. After that she asked about middle test schedule for that week by directly asking to lecturer. It means, she was being direct as positive politeness strategy.

The researcher found that student and lecturer obviously have a social context as student and lecturer in a class.

Datum 19

S: *[gimana bu? ini temen² udah siap meet]*

Give hints

The student's utterance in the text above used off record strategy. He tried to give hints to lecturer that the class should be started because students had been ready to do google meeting.

The researcher thought that student and lecturer may have a social context as student and lecturer in a class because he implicitly talked about class meeting.

Datum 20

S: *Assalamualaikum, bu ima saya (name) 2018B, [1][maaf bu menganggu waktunya,]*
[2]*[Saya td blm ikut uts bu karna tadi di jalan, masi kerja bu, ndk tau kalau ada uts hari ini, jadi bagaimana bu?*
Apa boleh saya ikut uts susulan?

[1] Apologize, [2] Be pessimistic

The student's utterance in the text above used negative politeness strategy. Here, student used apologize strategy to express his unwilling to impose lecturer and disturb lecturer's time. After apologizing, student asked the lecturer to give relief for him in collecting the middle task. Students said that he did not know there is middle test because he was on the way. By saying so, it means that student became pessimistic.

The researcher thought that the lecturer obviously has a social context as the lecturer in a class because he talked about the middle task.

From the finding, the researcher found that from 10 male students and 10 female students in STKIP PGRI Jombang used only 3 types of politeness strategy which proposed by Brown and Levinson (1987), those are positive politeness strategy, negative politeness strategy and off record strategy. Between male and female students, negative politeness strategy is most used strategy because by using negative politeness strategy, they can give more respect conversation in texting through WA. However, female students used negative politeness more than male students. the researcher explained how is the implementation of politeness strategies used by students in texting through WA message.

Moreover, the researcher found that the implementation of students' politeness strategy can be directly have influenced by the social context of students and lecturers. Since the social context of the hearer and the speaker is as students and lecturer, it made the students did not implement politeness strategy which can threat lecturer's face such bald on record politeness strategy. However, it was different with the previous studies. The previous researchers had not revealed the implementation of politeness strategies based on the social context. Here, the present study revealed that social context is also necessary for speaker to decide the proper politeness strategy to e implemented to hearer's face.

Based on the finding, the researcher supported the gender theory of Holmes in Nurjanah et al. (2017:150) who characterized female speak politer than men. The finding of this research is also in line with the previous study of Febriadina et al., (2018:73-83) "male and female students' politeness in sragen, central java" which revealed that the utterances of female students is politer than male students. Meanwhile, the result of the recent study had revealed a differences of politeness strategy used in non verbal communication based on the gender of students and used the politeness strategy theory of Brown and Levinson (1987). The researcher found that in nonverbal communication, female found used safest strategy more than male students because female students often used negative politeness as the safest strategy in texting the lecturer. However, it can not be decided that male students were not using proper politeness strategy than female students.

Furthermore, in the presents study, the researcher found that the students here not used only one strategy in texting the lecturer in a time. The researcher found that there are 4 male students and 4 female students who used two kinds of politeness strategy mainly negative politeness and positive politeness in a time. It could be happened since the conversation is nonverbal conversation texting through WA. So, students will use the safest politeness strategy such negative politeness but in the same time they wanted to build closeness with the

lecturers to avoid impolite statement in texting lecturers through WA. Therefore, they used two kinds of politeness strategy in the same time.

5. Conclusion and Suggestion

Based on the finding and discussion, the researcher can clearly draw conclusion that the implementation of male and female studentss' politeness strategy used to text through WA to te lecturers in STKIP PGRI Jombang is different. Female students found used negative politeness more than male students. It means, female strudents is politer than male because they used more highest level of politeness strategy. Moreover, students implemented only 3 types of politeness strategy which proposed by Brown and Levinson (1987) those are positive politeness, negative politeness and off record politeness. The implementation of students' politeness strategy can directly have influenced by the social context of students and lecturers. The researcher found that there are 4 male students and 4 female students who used two kinds of politeness strategy mainly negative politeness and positive politeness in a time to avoid impoliteness statement in texting WA.

After drawing the conclusion, the researcher hope the study can give well contribution to the institution and the reader, especially for further researcher. The researcher suggests the further researcher to:

1. Conduct more research with the same topic about politeness strategy in sociopragmatic study with various sample.
2. Conduct research entitled "male and female students politeness in texting through WA message from students to teacher", especially for elementary school students

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APPENDICES

Picture Google Form

WhatssApp Chat Students to Lecturer

Hi! Saya Diana Anggun Safitri dari kelas 2017 A mahasiswa semester akhir Pendidikan Bahasa Inggris STKIP PGRI Jombang. Saya menggunakan Gform untuk mengumpulkan data yang akan digunakan sebagai data penelitian untuk skripsi saya. Mohon bantuannya Anda untuk bersedia membantu memenuhi Gform ini. Terimakasih banyak atas bantuannya, semoga Allah membalas kebaikan Anda😊
The WhatsApp chats must meet the following criterias:

☑ berhubungan dengan perkuliahan
☑ bisa tentang menanyakan sesuatu atau memberikan sesuatu yg berhubungan dg mata kuliah
☑ the newest one is better

NB : don't worry, because your identity will be concealed.

Dari Abu Hurairah dia berkata: Rasulullah bersabda: "Barang siapa yang membantu seorang Muslim (dalam) suatu kesusahan di dunia, maka Allah akan menolongnya dalam kesusahan pada Hari Kiamat. Dan barang siapa yang meringankan (beban) seorang Muslim yang sedang kesulitan, maka Allah akan meringankan (bebannya) di dunia dan akhirat" [HSR Muslim (no. 2699)].

Nama dan foto yang terkait dengan Akun Google Anda akan direkam saat Anda mengupload file dan mengirim formulir ini

Bukan **febyanasamara2699@gmail.com**? Ganti akun

* Wajib

Email *

Email Anda

Nama (NIM) *

Jawaban Anda

Angkatan *

○ 2017
○ 2018
○ 2019

Kelas *

○ A
○ B
○ C

Gender *

○ Male
○ Female

Screenshot Chat WhatsApp *
Upload Chat WhatsApp bersama dosen saat mahasiswa menanyakan, meminta, mengkonfirmasi sesuatu yang berhubungan dengan pembelajaran di kelas.

⬆ Tambahkan file

Kirim salinan jawaban saya.

Kirim

Jangan pernah mengirimkan sandi melalui Google Formulir.

reCAPTCHA
Privasi Persyaratan

Konten ini tidak dibuat atau didukung oleh Google. Laporkan Penyalahgunaan - Persyaratan Layanan - Kebijakan Privasi

Table 4.1. Table of Analysis Politeness Strategy Male and Female Students

No.	Data Code	Politeness Strategy	Indicator	Students' WhatsApp Text	Male Student	Female Student
1.	Datum 1	NP & PP	3. AP 4. G/R	S: Assalamualaikum wr wb. [1]**[Maaf Bu Laila]**, [2]**[apakah besok Bu Laila ke kampus? Saya mau konsultasi mengenai buku guru]**	√	
2.	Datum 2	NP & PP	1. AP 2. G/R	S: [1]**[May apology mam]**, about the consultation if the member not a full group it is allowed? [2]**[Because one of my member have to work today?]**"		√
3.	Datum 3	NP & PP	1. AP 2. NAIWNG	S: Assalamualaikum Wr.Wb [1]**[Mohon maaf bu]**, [2]**[saya bisa ke kampusnya jam 10, pripun bu?]**	√	
4.	Datum 4	PP & NP	1. NAIWNG 2. I-SH	S: Assalamualaikum bu saya (name) [1]**[mau tanya itu yang template di classroom itu kita mencari materi itu di jurnal apa bgaimana bu?]** [2]**[Mohon penjelasan nya nggeh?]** Matur suwun	√	
5.	Datum 5	NP	1. AP 2. NAIWNG	S: [1]**[Mohon maaf saya mau tanya Bu]**, [2]**[untuk novel apakah yang dibaca harus lebih dari 1 novel juga bu?]**		√
6.	Datum 6	NP	1. AP 2. MI	S: Assalamualaikum Bu, [1]**[mohon maaf mengganggu waktunya.]** Saya (name) 2019 B, [2]**[ingin konsultasi mengenai outlining speech yang sudah saya kirimkan ke google classroom. Terimakasih]**		√

7.	Datum 7	NP & PP	1. AP 2. Intensify to H	S: Assalamu'alaikum Bu [1][**Mohon maaf mengganggu waktu nya**] Saya (name) mahasiswa 2017-B [2][**Ini saya mau bertemu dengan ibu dan bertanya perihal skripsi** **Kira" ibu bisa ditemui hari apa?**]	√
8.	Datum 8	NP	1. AP 2. I-SH	S: Assalamu'alaikum warahmatullahi wabarakatuh [1][**Ngapunten bu mengganggu waktu panjenengan.**] [2][**Mpun supe besok hari Kamis pukul 12.30 waktunya Communicative English Grammar meeting 1 latihan tes TOEFL**]	√
9.	Datum 9	PP & NP	1. A/P-SK of C for H 2. I-SH	S: Assalamu'alaikum Bu Laila, saya (name) dari 2019B, [1][**untuk yang tugas CMD itu sampai KD 4.9 yang sudah disediakan panjenengan nggeh?**] [2][**berarti tidak perlu mengisi KD lagi?**] Terima kasih	√
10.	Datum 10	NP	1. AP 2. BP	S: [1][**Maaf bu**,] [2][**teman teman meminta keringanan pengumpulan tugasnya karena masih banyak uts lain yang belum dikerjakan bu, kalau ibu menghendaki mungkin bisa diperpanjang sampai rabu depan bu**]	√
11.	Datum 11	NP	BD-BCI	S: [**Pripun Ma'am?**] L: Ok bisa. Yang ini saya belum paham, bagian mana yang akan diambil jadi instrument.	√

12.	Datum 12	PP	NAIWNG	S: Assalamualaikum Bu Yunita [**untuk tugas upload videonya ini langsu di share di google classroom atau bagaimana bu?**]	√	
13.	Datum 13	NP	BD-BCI	S: Assalamu'aikum bu Laila, [**ini jadwal sempro saya bu**]	√	
14.	Datum 14	PP	G/R	S: Assalamualaikum [**Pripun Bu, Teman-teman menunggu**..]		√
15.	Datum 15	NP & PP	1. AP 2. A/P-SK of C for H	S: Assalamualaikum Bu Dian, [1][**mohon maaf mengganggu waktunya.**] [2][**Untuk hari Kamis tetap melanjutkan student report seperti biasa ya bu?**] Terimakasih	√	
16.	Datum 16	NP	1. AP 2. MI	S: Assalamualaikum, Bu Ima. [1][**Mohon maaf bu mengganggu waktunya di pagi hari.**] [2][**Saya ingin memberitahukan jika file zip uts Instructional Media kelas 2018-B sudah saya kirimkan ke email panjenengan.**] Terima kasih banyak sebelumnya ibu.	√	
17.	Datum 17	NP	1. AP 2. GD	S: Assalamualaikum wr. wb. Selamat pagi bu, [1][**maaf menganggu waktunya.**] Saya (name) darikelas 2018 A, [2][**mohon izin bu, saya mau berkonsultasi dengan panjenengan terkait dengan kelompok assesing vocabulary dari kelompok 6, apakah panjengan bisa hari ini bu?**] Terimakasih Wassalamualaikum wr.wb	√	

18.	Datum 18	NP & PP	1. AP 2. BD-BCI	S: Assalamualaikum pak ion.. [1][**Maaf menganggu waktu panjenengan..**] Saya Nor Richa Alfionita dari kelas 2017-A.. [2][**Saya mau bertanya.. Apakah jum'at minggu ini itu uts nopo pak?**]	√
19.	Datum 19	OR	GH	S: [**gimana bu? ini temen² udah siap meet**]	√
20.	Datum 20	NP	1. AP 2. BP	S: Assalamualaikum, bu ima saya (name) 2018B, [1][**maaf bu menganggu waktunya,**] [2][**Saya td blm ikut uts bu karna tadi di jalan, masi kerja bu, ndk tau kalau ada uts hari ini, jadi bagaimana bu?** **Apa boleh saya ikut uts susulan?** **Apa mungkin diberi waktu bu**]	√

Table of Coding and Reducing

No.	Data Code	WhatsApp Text	Reduced data	Male	Female
1.	Datum 1	S: Assalamualaikum wr wb. Maaf Bu Laila, apakah besok Bu Laila ke kampus? Saya mau konsultasi mengenai buku guru 🙏 L: Ya Silahkan	S: Assalamualaikum wr wb. Maaf Bu Laila, [apakah besok Bu Laila ke kampus? Saya mau konsultasi mengenai buku guru]	√	
2.	Datum 2	L: "Good morning, guys… For those who are scheduled to have consultation with me today, I'm available at Humas start from 9 til 12 o'clock just for you… 😊" S: "May apology mam, about the consultation if the member not a full group it is allowed? Because one of my member have to work today?"	S: [May apology mam, about the consultation if the member not a full group it is allowed? Because one of my member have to work today?]"		√
3.	Datum 3	S: Assalamualaikum Wr.Wb Mohon maaf bu, saya bisa ke kampusnya jam 10, pripun bu? L : kalau bs sebelum jam 10 ya...krn jam 10 sy ada rapat atau mgkin setelah rapat jam 12 an S : Setelah panjenengan rapat saja bu L : OK mas nt sy kabari S : Iyaa bu L : sy sdh selesai S : Iya bu saya ke kemahasiswaan sekarang	S: Assalamualaikum Wr.Wb Mohon maaf bu, saya bisa ke kampusnya jam 10, pripun bu?	√	

4.	Datum 4	S: Assalamualaikum bu saya Irvine mau tanya itu yang template di classroom itu kita mencari materi itu di jurnal apa bgaimana bu? Mohon penjelasan nya nggeh? Matur suwun 🙏 L: Nanti insyaAllah saya perjelas, masih ada acara	S: Assalamualaikum bu saya (name) mau tanya itu yang template di classroom itu kita mencari materi itu di jurnal apa bgaimana bu? Mohon penjelasan nya nggeh? Matur suwun	√	
5.	Datum 5	S: Mohon maaf saya mau tanya Bu, untuk novel apakah yang dibaca harus lebih dari 1 novel juga bu? L : 2 novel (Indonesia & English)	S: Mohon maaf saya mau tanya Bu, untuk novel apakah yang dibaca harus lebih dari 1 novel juga bu?		√
6.	Datum 6	S: Assalamualaikum Bu, mohon maaf mengganggu waktunya. Saya Yesi Aprilia 2019 B, ingin konsultasi mengenai outlining speech yang sudah saya kirimkan ke google classroom. Terimakasih 🙏 🙏 L : Iya mbak. Nanti agak siang ya. Masih di pasar.	S: Assalamualaikum Bu, mohon maaf mengganggu waktunya. Saya (name) 2019 B, ingin konsultasi mengenai outlining speech yang sudah saya kirimkan ke google classroom. Terimakasih		√
7.	Datum 7	S: Assalamu'alaikum Bu Mohon maaf mengganggu waktu nya Saya Haril mahasiswa 2017-B Ini saya mau bertemu dengan ibu dan bertanya perihal skripsi Kira" ibu bisa ditemui hari apa? 🙏 😆 L: Telp saja mas. Ada apa dengan skrisinya. Saya dlm beberapa hari kedepan masih blm bisa ngampus. S: Saya wa aja ya Bu,	S: Assalamu'alaikum Bu Mohon maaf mengganggu waktu nya Saya (name) mahasiswa 2017-B Ini saya mau bertemu dengan ibu dan bertanya perihal skripsi Kira" ibu bisa ditemui hari apa?	√	

		Mic HP saya kurang bagus soalnya 😄 L: Monggo			
8.	Datum 8	S: Assalamu'alaikum warahmatullahi wabarakatuh Ngapunten bu mengganggu waktu panjenengan. Mpun supe besok hari Kamis pukul 12.30 waktunya Communicative English Grammar meeting 1 latihan tes TOEFL 🙏 L: Wa'alaikumussalam warohmatullohi wabarokaatuh, terima kasih mbak ilmi diingatkan 🙏 S: Nggih bu sami-sami 😊	S: Assalamu'alaikum warahmatullahi wabarakatuh Ngapunten bu mengganggu waktu panjenengan. Mpun supe besok hari Kamis pukul 12.30 waktunya Communicative English Grammar meeting 1 latihan tes TOEFL		√
9.	Datum 9	S: Assalamu'alaikum Bu Laila, saya Faradiva dari 2019B, untuk yang tugas CMD itu sampai KD 4.9 yang sudah disediakan panjenengan nggeh? berarti tidak perlu mengisi KD lagi? Terima kasih L : Ya, tidak perlu mengisi KD, isi saja kolom2 kanannya S : nggeh bu terima kasih	S: Assalamu'alaikum Bu Laila, saya (name) dari 2019B, untuk yang tugas CMD itu sampai KD 4.9 yang sudah disediakan panjenengan nggeh? berarti tidak perlu mengisi KD lagi? Terima kasih		√
10.	Datum 10	S: Maaf bu, teman teman meminta keringanan pengumpulan tugasnya karena masih banyak uts lain yang belum dikerjakan bu, kalau ibu menghendaki mungkin bisa diperpanjang sampai rabu depan bu 🙂	S: Maaf bu, teman teman meminta keringanan pengumpulan tugasnya karena masih banyak uts lain yang belum dikerjakan bu, kalau ibu menghendaki mungkin bisa diperpanjang sampai rabu depan bu		√

11.	Datum 11	S: Pripun Ma'am? 🙏 L: Ok bisa. Yang ini saya belum paham, bagian mana yang akan diambil jadi instrument. S: Desain pengambilan datanya Ma'am L: Kita bahas hari senin depan ya.	S: Pripun Ma'am? 🙏 L: Ok bisa. Yang ini saya belum paham, bagian mana yang akan diambil jadi instrument.	√	
12.	Datum 12	S: Assalamualaikum Bu Yunita untuk tugas upload videonya ini langsu di share di google classroom atau bagaimana bu?	S: Assalamualaikum Bu Yunita untuk tugas upload videonya ini langsu di share di google classroom atau bagaimana bu?	√	
13.	Datum 13	S: Assalamu'aikum bu Laila, ini jadwal sempro saya bu 🙏 L: Mas Riza, minta tolong jadwalnya dirubah kalau bs. Saya hari Kamis ada acara di rumah mertua , hari Jumat ke Sidoarjo. Mungkin bs diganti boleh hari Rabu besok lusa atau Senin depan. Atau jika mau hari Sabtu jg boleh. S: Nggeh bu Laila saya WA bu Afi dulu 🙏	S: Assalamu'aikum bu Laila, ini jadwal sempro saya bu	√	
14.	Datum 14	S: Assalamualaikum Pripun Bu, Teman-teman menunggu.. L: Iya Meneruskan materi S: Njih Bu.. Bu mau tanya, untuk absensi English Drama niki pripun njih sampai lupa.. L: Nanti saja nggeh kita bisa ropel	S: Assalamualaikum Pripun Bu, Teman-teman menunggu..		√

		S: Njih Bu.. maturnuwun			
15.	Datum 15	S: Assalamualaikum Bu Dian, mohon maaf mengganggu waktunya. Untuk hari Kamis tetap melanjutkan student report seperti biasa ya bu? Terimakasih 🙏 L: Waalaikumsalam… iya Mbak	S: Assalamualaikum Bu Dian, mohon maaf mengganggu waktunya. Untuk hari Kamis tetap melanjutkan student report seperti biasa ya bu? Terimakasih		√
16.	Datum 16	S: Assalamualaikum, Bu Ima. Mohon maaf bu mengganggu waktunya di pagi hari. Saya ingin memberitahukan jika file zip uts Instructional Media kelas 2018-B sudah saya kirimkan ke email panjenengan. Terima kasih banyak sebelumnya ibu. 🙏	S: Assalamualaikum, Bu Ima. Mohon maaf bu mengganggu waktunya di pagi hari. Saya ingin memberitahukan jika file zip uts Instructional Media kelas 2018-B sudah saya kirimkan ke email panjenengan. Terima kasih banyak sebelumnya ibu.		√
17.	Datum 17	S: Assalamualaikum wr. wb. Selamat pagi bu, maaf menganggu waktunya. Saya karesta haris prastiwa darikelas 2018 A, mohon izin bu, saya mau berkonsultasi dengan panjenengan terkait dengan kelompok assesing vocabulary dari kelompok 6, apakah panjengan bisa hari ini bu? Terimakasih Wassalamualaikum wr.wb L : Wa'alaikumsalam. Monggo mas Karesta Haris. Kebetulan saat ini saya sedang longgar. di WA group kelompok 6 ya? S : Kalo misalkan menemui panjenengan sekarang bisa nopo bu ? Karena anggota kelompok berada di kampus, apakah boleh bu?	S: Assalamualaikum wr. wb. Selamat pagi bu, maaf menganggu waktunya. Saya (name) dari kelas 2018 A, mohon izin bu, saya mau berkonsultasi dengan panjenengan terkait dengan kelompok assesing vocabulary dari kelompok 6, apakah panjengan bisa hari ini bu? Terimakasih Wassalamualaikum wr.wb	√	

		L : Oo... monggo, saya di ruang Humas. S : Baik bu terimakasih 🙏			
18.	Datum 18	S: Assalamualaikum pak ion.. Maaf menganggu waktu panjenengan.. Saya Nor Richa Alfionita dari kelas 2017-A.. Saya mau bertanya.. Apakah jum'at minggu ini itu uts nopo pak? L: Wa'alaikumslm.. belum S: Nggeh pak.. Berarti masih seperti biasa nggeh? L: Iya.. S: Nggeh pak.. Terima kasih 🙏 🙏	S: Assalamualaikum pak ion.. Maaf menganggu waktu panjenengan.. Saya (name) dari kelas 2017-A.. Saya mau bertanya.. Apakah jum'at minggu ini itu uts nopo pak?		√
19.	Datum 19	S: gimana bu? ini temen² udah siap meet L:OK mas Dhanny. Tolong dishare link-nya	S: gimana bu? ini temen² udah siap meet	√	
20.	Datum 20	S: Assalamualaikum, bu ima saya rizky 2018B, maaf bu menganggu waktunya, Saya td blm ikut uts bu karna tadi di jalan, masi kerja bu, ndk tau kalau ada uts hari ini, jadi bagaimana bu? Apa boleh saya ikut uts susulan? Apa mungkin diberi waktu bu 🙏	S: Assalamualaikum, bu ima saya (name) 2018B, maaf bu menganggu waktunya, Saya td blm ikut uts bu karna tadi di jalan, masi kerja bu, ndk tau kalau ada uts hari ini, jadi bagaimana bu? Apa boleh saya ikut uts susulan? Apa mungkin diberi waktu bu	√	

Validation Sheet of Politeness Strategy and Social Context of students' WA Message

Investigator Validation Sheet

Indicators types of politeness strategy based on Brown & Levinson (1987)

No	Types of Politeness Strategy	Indicator/Strategy
1.	Bald on Record (BOR)	1. Not minimized of Face Threatening Act (FTA) used when the speaker and hearer are not redress their face. This type frequently used in some cases such: - Great urgency or desperation Example: "Watch out!". - Channel noise Example: "Come here right now!". - Task oriented Example: "Lend me a hand here". - Sympathetic or warning Example: "Careful! He is a dangerous man!". - Granting permission Example: "Yes, you may go!". - Teasing and joking Example: "Cry, get angry". 2. FTA-oriented Bald on Record used when the speaker wants to greet, farewell and offer to hearer without any effort to minimize it. - Welcoming Example: "Come in".

		- Farewell Example: "I am staying, you go". - Offering Example: "Don't bother, I will clean it up".

2.	Negative Politeness (NP)	1. Notice, attend to hearer's interests, wants, needs or goods.
		Example: "You must be hungry; it's a long time since breakfast. How about some lunch?".
		2. Exaggerate (interest, approval, sympathy with hearer).
		Example: "Fantastic garden you have!".
		3. Intensify interest to hearer.
		Example: "Yesterday night I went to that shop. I buy some things from him. He's all right, isn't he? He speaks nicely. Today I heard that he's dead and gone and I was very surprised".
		4. Use in-group identity markers.
		  - Address forms
		    Example: "What's wrong with you, honey?".
		  - Use in-group language or dialect
		    Example: "Someone will hit Donald Miller".
		  - Use of jargon or slang
		    Example: "I wanna buy a new Ferrari", "Got any Winstons?".
		  - Use contraction
		  - Use ellipsis
		    Example: "Mind if I drink?".
		5. Seek agreement (safe topics, repetition).
		  - Safe topic
		    Example: "It's very hot day, isn't it?".
		  - Repetition
		    Example:
		    Mark: "I had a flat tyre on the way home.".

		Johnny: "Oh God, a flat tyre!".
		6. Avoid disagreement Example: "Sounds good. A bit boring but fine". 7. Presuppose/raise/assert common ground. Example: "John says he really loves your roses". 8. Joke Example: "Ok if I tackle those foods now?". 9. Assert or presuppose speaker's knowledge of and concern for hearer's wants. Example: "I know you love roses but the florist didn't have any more, so I bought you geranium instead" (offers and apology). 10. Offer, promise. Example: "I'll go there sometimes". 11. Be optimistic. Example: "You haven't got some horrible, have you?". 12. Include both speaker and hearer in the activity. Example: "Let's go work together". 13. Give (or ask for) reasons. Example: "Why don't you lend me your car for weekend?". 14. Assume or assert reciprocity. Example: "I'll tell you what is the password if you tell me where she is now". 15. Give gifts to hearer (goods, sympathy, understanding, cooperation). Example: "Listen, it was always going to be a totally bad time, just be patient.".
3.	Positive Politeness (PP)	1. Be direct which means be conventionally indirect. Example: "Can you please pass the salt?", "Can you pass the salt?", or "Can you play the piano?". 2. Question and hedges. Example: "I wonder if you could help me out!". 3. Be pessimistic.

| | | - The use of negative (tag)
Example: "You should be here, shouldn't you?".
- The use of subjunctive
Example: "Would you give me your money?".
- The use of remote possibility marker
Example: "Perhaps you would care to help me?".
4. Minimize the imposition.
Example: "Just want to ask you if I can borrow your magazine".
5. Give Deference
Example: "Excuse me, Sir. Would you mind if I close the window?".
6. Apologize
Example: "I'm sorry bother you, but...".
7. Impersonalize speaker and hearer (avoiding "me, you, I").
Example: "It is so?" rather than "I tell you that it is so".
8. State the FTA as a general rule.
Example: "International regulations require that the fuselage be sprayed with DDT" is politer than "I am going to spray you with DDT to follow international regulations".
9. Nominalize.
Example: "Your good performance on the stage impressed us favourably" is more formal than "You're performed well on the stage impressed us favourably".
10. Go on record as incurring a debt, or as not indebting.
Example: "I'll never be able to repay you if…". |
| 4. | Off Record (OR) | 1. Give hints.
Example: "It is hot in this room". (Open the window).
2. Give association clues.
Example: "My father will use the car this afternoon" (You cannot use the car now).
3. Presuppose. |

Example: "I washed the car again today" implicitly (speaker presupposes that he or she has done it before (e.g. last week) and therefore may implicate a criticism. The use of *again* forces hearer to search for purpose of speaker (e.g. it should be hearer who washed the car).

4. Understate.
   Example: "It's a little hot". (it is too hot, to eat or drink)
5. Overstate.
   Example: "There are a million cars on the way tonight". (could convey an excuse for being late)
6. Use tautologies.
   Example: "War is war"
7. Use contradiction.
   Example:
   A: "Are you upset about that?".
   B: "Well, I'm and I'm not".
8. Be ironic.
   Example: Johnny's real genius. (After John have just done twenty stupid things in a row)
9. Use metaphor.
   Example: "Harry is a real fish?" (He is cold-blooded like a fish)
10. Use rhetorical questions.
    Example: "How many times do I have to tell you?" (too many times)
11. Be ambiguous
    Example: "John's a smooth cookie" (can be either compliment or insult)
12. Be vague.
    Example: "Perhaps someone has done something immoral".
13. Over-generalize.
    Example: "Mature people sometimes help to do the dishes".
14. Displace Hearer
    Example: "Oh God, I forget that I have no duty anymore".
15. Be incomplete, use ellipsis.

| | | Example: "Oh mom, I got stomach ache" (it means asking for medicine). | | | | | | | |

Data of politeness strategy found in students' WA text to lecturer

1. *Please give checklist (√) in the valid column if the data is valid and give checklist (√) in invalid column if the data is invalid.*
2. *Please give any comments or suggestion about the data of politeness strategy found in student's WA text to lecturer in comment or suggestion column.*

No.	Data Code	Politeness Strategy	Indicator	Students' WhatsApp Text	Social Context	Male Student	Female Student	Valid	Invalid
1.	Datum 1	NP & PP	5. Apologize 6. Give reason	S: Assalamualaikum wr wb. [1]**[Maaf Bu Laila, apakah besok Bu Laila ke kampus?]** [2]**[Saya mau konsultasi mengenai buku guru]**	Lecturer may have a social context as mentor for a project.	√			
2.	Datum 2	NP & PP	3. Apologize 4. Give reason	S: [1]**[May apology mam]**, about the consultation if the member not a full group it is allowed? [2]**[Because one of my member have to work today?]**"	Lecturer may have a social context as lecturer in a class or mentor for a project		√		

3.	Datum 3	NP & PP	3. Apologize 4. Notice to hearer's want	S: Assalamualaikum Wr.Wb [1][**Mohon maaf bu**], [2][**saya bisa ke kampusnya jam 10, pripun bu?**]	Lecturer may have a social context as lecturer in a class or mentor for a project	√			
4.	Datum 4	PP & NP	3. Notice to hearer's want 4. Impersonalize hearer (avoiding "me, you,I")	S: Assalamualaikum bu saya (name) [1][**mau tanya itu yang template di classroom itu kita mencari materi itu di jurnal apa bgaimana bu?**] [2][**Mohon penjelasan nya nggeh?**] Matur suwun	Student and lecturer obviously have a social context as student and lecturer in a class	√			
5.	Datum 5	NP	3. Apologize 4. Notice to hearer's want	S: [1][**Mohon maaf saya mau tanya Bu**], [2][**untuk novel apakah yang dibaca harus lebih dari 1 novel juga bu?**]	Student and lecturer obviously have a social context as student and lecturer in a class		√		
6.	Datum 6	NP	3. Apologize 4. Minimize the imposition	S: Assalamualaikum Bu, [1][**mohon maaf mengganggu waktunya.**] Saya (name) 2019 B, [2][**ingin konsultasi mengenai outlining speech yang**	Student and lecturer obviously have a social context as student and lecturer in a class		√		

No.	Datum								
				sudah saya kirimkan ke google classroom. Terimakasih]					
7.	Datum 7	NP & PP	3. Apologize 4. Intensify interest to hearer	S: Assalamu'alaikum Bu [1][**Mohon maaf mengganggu waktu nya**] Saya (name) mahasiswa 2017-B [2][**Ini saya mau bertemu dengan ibu dan bertanya perihal skripsi** **Kira" ibu bisa ditemui hari apa?**]	Lecturer may have a social context as student's homeroom lecturer or mentor for a project in his class	√			
8.	Datum 8	NP	3. Apologize 4. Impersonalize hearer (avoiding "me, you,I")	S: Assalamu'alaikum warahmatullahi wabarakatuh [1][**Ngapunten bu mengganggu waktu panjenengan.**] [2][**Mpun supe besok hari Kamis pukul 12.30 waktunya Communicative English Grammar meeting 1 latihan tes TOEFL**]	Student and lecturer obviously have a social context as student and lecturer in a class		√		

No.	Datum	Type	Strategy	Utterance	Context				
9.	Datum 9	PP & NP	3. Presuppose hearer's want 4. Impersonalize hearer (avoiding "me, you, I")	S: Assalamu'alaikum Bu Laila, saya (name) dari 2019B, [1]**[untuk yang tugas CMD itu sampai KD 4.9 yang sudah disediakan panjenengan nggeh?]** [2]**[berarti tidak perlu mengisi KD lagi?]** Terima kasih	Student and lecturer obviously have a social context as student and lecturer in a class		√		
10.	Datum 10	NP	3. Apologize 4. Be pessimistic	S: [1]**[Maaf bu,]** [2]**[teman teman meminta keringanan pengumpulan tugasnya karena masih banyak uts lain yang belum dikerjakan bu, kalau ibu menghendaki mungkin bisa diperpanjang sampai rabu depan bu]**	Student and lecturer obviously have a social context as student and lecturer in a class		√		
11.	Datum 11	NP	Be direct which means be conventionally indirect	S: [**Pripun Ma'am?**] L: Ok bisa. Yang ini saya belum paham, bagian mana yang akan	Lecturer may have a social context as student's mentor in research project	√			

No.								
				diambil jadi instrument.				
12.	Datum 12	PP	Notice to hearer's want	S: Assalamualaikum Bu Yunita [**untuk tugas upload videonya ini langsu di share di google classroom atau bagaimana bu?**]	Student and lecturer obviously have a social context as student and lecturer in a class	√		
13.	Datum 13	NP	Be direct which means be conventionally indirect	S: Assalamu'aikum bu Laila, [**ini jadwal sempro saya bu**]	Lecturer may have a social context as student's mentor in research project	√		
14.	Datum 14	PP	Give reason	S: Assalamualaikum [**Pripun Bu, Teman-teman menunggu**..]	Student and lecturer obviously have a social context as student and lecturer in a class		√	
15.	Datum 15	NP & PP	3. Apologize 4. Presuppose hearer's want	S: Assalamualaikum Bu Dian, [1][**mohon maaf mengganggu waktunya.**] [2][**Untuk hari Kamis tetap melanjutkan student report seperti biasa ya**	Student and lecturer obviously have a social context as student and lecturer in a class		√	

							√		
				bu?] Terimakasih					
16.	Datum 16	NP	3. Apologize 4. Minimize the imposition	S: Assalamualaikum, Bu Ima. [1]**Mohon maaf bu mengganggu waktunya di pagi hari.]** [2]**Saya ingin memberitahukan jika file zip uts Instructional Media kelas 2018-B sudah saya kirimkan ke email panjenengan.]** Terima kasih banyak sebelumnya ibu.	Student and lecturer obviously have a social context as student and lecturer in a class		√		
17.	Datum 17	NP	3. Apologize 4. Give deference	S: Assalamualaikum wr. wb. Selamat pagi bu, [1]**[maaf menganggu waktunya.]** Saya (name) darikelas 2018 A, [2]**[mohon izin bu, saya mau berkonsultasi dengan panjenengan terkait dengan kelompok assesing vocabulary dari kelompok 6, apakah panjengan bisa hari ini bu?]**	Student and lecturer obviously have a social context as student and lecturer in a class	√			

							√			
				Terimakasih Wassalamualaikum wr.wb						
18.	Datum 18	NP & PP	3. Apologize 4. Be direct	S: Assalamualaikum pak ion.. [1]**[Maaf menganggu waktu panjenengan..]** Saya (name) dari kelas 2017-A.. [2]**[Saya mau bertanya.. Apakah jum'at minggu ini itu uts nopo pak?]**	Student and lecturer obviously have a social context as student and lecturer in a class		√			
19.	Datum 19	OR	Give hints	S: **[gimana bu? ini temen² udah siap meet]**	Student and lecturer may have a social context as student and lecturer in a class	√				
20.	Datum 20	NP	3. Apologize 4. Be pessimistic	S: Assalamualaikum, bu ima saya (name) 2018B, [1]**[maaf bu menganggu waktunya,]** [2]**[Saya td blm ikut uts bu karna tadi di jalan, masi kerja bu, ndk tau kalau ada uts hari ini, jadi bagaimana bu?**	Student and lecturer obviously have a social context as student and lecturer in a class	√				

				Apa boleh saya ikut uts susulan? Apa mungkin diberi waktu bu]					

Comment or Suggestion

Jombang, 15 Juli 2021
Investigator

M. Syaifuddin, S.s., M.A

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Investigator Validation Sheet

Indicators types of politeness strategy based on Brown & Levinson (1987)

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		- Farewell Example: "I am staying, you go". - Offering Example: "Don't bother, I will clean it up".
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		Johnny: "Oh God, a flat tyre!".
		21. Avoid disagreement
		Example: "Sounds good. A bit boring but fine".
		22. Presuppose/raise/assert common ground.
		Example: "John says he really loves your roses".
		23. Joke
		Example: "Ok if I tackle those foods now?".
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		Example: "I know you love roses but the florist didn't have any more, so I bought you geranium instead" (offers and apology).
		25. Offer, promise.
		Example: "I'll go there sometimes".
		26. Be optimistic.
		Example: "You haven't got some horrible, have you?".
		27. Include both speaker and hearer in the activity.
		Example: "Let's go work together".
		28. Give (or ask for) reasons.
		Example: "Why don't you lend me your car for weekend?".
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		Example: "I'll tell you what is the password if you tell me where she is now".
		30. Give gifts to hearer (goods, sympathy, understanding, cooperation).
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3.	Positive Politeness (PP)	11. Be direct which means be conventionally indirect.
		Example: "Can you please pass the salt?", "Can you pass the salt?", or "Can you play the piano?".
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		Example: "I wonder if you could help me out!".
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		- The use of negative (tag) Example: "You should be here, shouldn't you?". - The use of subjunctive Example: "Would you give me your money?". - The use of remote possibility marker Example: "Perhaps you would care to help me?". 14. Minimize the imposition. Example: "Just want to ask you if I can borrow your magazine". 15. Give Deference Example: "Excuse me, Sir. Would you mind if I close the window?". 16. Apologize Example: "I'm sorry bother you, but...". 17. Impersonalize speaker and hearer (avoiding "me, you, I"). Example: "It is so?" rather than "I tell you that it is so". 18. State the FTA as a general rule. Example: "International regulations require that the fuselage be sprayed with DDT" is politer than "I am going to spray you with DDT to follow international regulations". 19. Nominalize. Example: "Your good performance on the stage impressed us favourably" is more formal than "You're performed well on the stage impressed us favourably". 20. Go on record as incurring a debt, or as not indebting. Example: "I'll never be able to repay you if…".
4.	Off Record (OR)	16. Give hints. Example: "It is hot in this room". (Open the window). 17. Give association clues. Example: "My father will use the car this afternoon" (You cannot use the car now). 18. Presuppose.

Example: "I washed the car again today" implicitly (speaker presupposes that he or she has done it before (e.g. last week) and therefore may implicate a criticism. The use of *again* forces hearer to search for purpose of speaker (e.g. it should be hearer who washed the car).

19. Understate.

Example: "It's a little hot". (it is too hot, to eat or drink)

20. Overstate.

Example: "There are a million cars on the way tonight". (could convey an excuse for being late)

21. Use tautologies.

Example: "War is war"

22. Use contradiction.

Example:

A: "Are you upset about that?".

B: "Well, I'm and I'm not".

23. Be ironic.

Example: Johnny's real genius. (After John have just done twenty stupid things in a row)

24. Use metaphor.

Example: "Harry is a real fish?" (He is cold-blooded like a fish)

25. Use rhetorical questions.

Example: "How many times do I have to tell you?" (too many times)

26. Be ambiguous

Example: "John's a smooth cookie" (can be either compliment or insult)

27. Be vague.

Example: "Perhaps someone has done something immoral".

28. Over-generalize.

Example: "Mature people sometimes help to do the dishes".

29. Displace Hearer

Example: "Oh God, I forget that I have no duty anymore".

30. Be incomplete, use ellipsis.

				Example: "Oh mom, I got stomach ache" (it means asking for medicine).					

Data of politeness strategy found in students' WA text to lecturer

3. *Please give checklist (√) in the valid column if the data is valid and give checklist (√) in invalid column if the data is invalid.*
4. *Please give any comments or suggestion about the data of politeness strategy found in student's WA text to lecturer in comment or suggestion column.*

No.	Data Code	Politeness Strategy	Indicator	Students' WhatsApp Text	Social Context	Male Student	Female Student	Valid	Invalid
1.	Datum 1	NP & PP	7. Apologize 8. Give reason	S: Assalamualaikum wr wb. [1]**[Maaf Bu Laila, apakah besok Bu Laila ke kampus?]** [2]**[Saya mau konsultasi mengenai buku guru]**	Lecturer may have a social context as mentor for a project.	√			
2.	Datum 2	NP & PP	5. Apologize 6. Give reason	S: [1]**[May apology mam]**, about the consultation if the member not a full group it is allowed? [2]**[Because one of my member have to work today**?]"	Lecturer may have a social context as lecturer in a class or mentor for a project		√		

No.	Datum		Strategy	Utterance	Context				
3.	Datum 3	NP & PP	5. Apologize 6. Notice to hearer's want	S: Assalamualaikum Wr.Wb [1]**[Mohon maaf bu]**, [2]**[saya bisa ke kampusnya jam 10, pripun bu?]**	Lecturer may have a social context as lecturer in a class or mentor for a project	√			
4.	Datum 4	PP & NP	5. Notice to hearer's want 6. Impersonalize hearer (avoiding "me, you,I")	S: Assalamualaikum bu saya (name) [1]**[mau tanya itu yang template di classroom itu kita mencari materi itu di jurnal apa bgaimana bu?]** [2]**[Mohon penjelasan nya nggeh?]** Matur suwun	Student and lecturer obviously have a social context as student and lecturer in a class	√			
5.	Datum 5	NP	5. Apologize 6. Notice to hearer's want	S: [1]**[Mohon maaf saya mau tanya Bu]**, [2]**[untuk novel apakah yang dibaca harus lebih dari 1 novel juga bu?]**	Student and lecturer obviously have a social context as student and lecturer in a class		√		
6.	Datum 6	NP	5. Apologize 6. Minimize the imposition	S: Assalamualaikum Bu, [1]**[mohon maaf mengganggu waktunya.]** Saya (name) 2019 B, [2]**[ingin konsultasi mengenai outlining speech yang**	Student and lecturer obviously have a social context as student and lecturer in a class		√		

				sudah saya kirimkan ke google classroom. Terimakasih]					
7.	Datum 7	NP & PP	5. Apologize 6. Intensify interest to hearer	S: Assalamu'alaikum Bu [1][**Mohon maaf mengganggu waktu nya**] Saya (name) mahasiswa 2017-B [2][**Ini saya mau bertemu dengan ibu dan bertanya perihal skripsi** **Kira" ibu bisa ditemui hari apa?**]	Lecturer may have a social context as student's homeroom lecturer or mentor for a project in his class	√			
8.	Datum 8	NP	5. Apologize 6. Impersonalize hearer (avoiding "me, you,I")	S: Assalamu'alaikum warahmatullahi wabarakatuh [1][**Ngapunten bu mengganggu waktu panjenengan.**] [2][**Mpun supe besok hari Kamis pukul 12.30 waktunya Communicative English Grammar meeting 1 latihan tes TOEFL**]	Student and lecturer obviously have a social context as student and lecturer in a class		√		

9.	Datum 9	PP & NP	5. Presuppose hearer's want 6. Impersonalize hearer (avoiding "me, you, I")	S: Assalamu'alaikum Bu Laila, saya (name) dari 2019B, [1][untuk yang tugas CMD itu sampai KD 4.9 yang sudah disediakan panjenengan nggeh?] [2][berarti tidak perlu mengisi KD lagi?] Terima kasih	Student and lecturer obviously have a social context as student and lecturer in a class		√		
10.	Datum 10	NP	5. Apologize 6. Be pessimistic	S: [1][Maaf bu,] [2][teman teman meminta keringanan pengumpulan tugasnya karena masih banyak uts lain yang belum dikerjakan bu, kalau ibu menghendaki mungkin bisa diperpanjang sampai rabu depan bu]	Student and lecturer obviously have a social context as student and lecturer in a class		√		
11.	Datum 11	NP	Be direct which means be conventionally indirect	S: [Pripun Ma'am?] L: Ok bisa. Yang ini saya belum paham, bagian mana yang akan	Lecturer may have a social context as student's mentor in research project	√			

No.	Datum		Strategy	Utterance	Context				
				diambil jadi instrument.					
12.	Datum 12	PP	Notice to hearer's want	S: Assalamualaikum Bu Yunita [**untuk tugas upload videonya ini langsu di share di google classroom atau bagaimana bu?**]	Student and lecturer obviously have a social context as student and lecturer in a class	√			
13.	Datum 13	NP	Be direct which means be conventionally indirect	S: Assalamu'aikum bu Laila, [**ini jadwal sempro saya bu**]	Lecturer may have a social context as student's mentor in research project	√			
14.	Datum 14	PP	Give reason	S: Assalamualaikum [**Pripun Bu, Teman-teman menunggu**..]	Student and lecturer obviously have a social context as student and lecturer in a class		√		
15.	Datum 15	NP & PP	5. Apologize 6. Presuppose hearer's want	S: Assalamualaikum Bu Dian, [1][**mohon maaf mengganggu waktunya.**] [2][**Untuk hari Kamis tetap melanjutkan student report seperti biasa ya**	Student and lecturer obviously have a social context as student and lecturer in a class		√		

No.	Datum	Code	Strategy	Data	Context				
				bu?] Terimakasih					
16.	Datum 16	NP	5. Apologize 6. Minimize the imposition	S: Assalamualaikum, Bu Ima. [1]**[Mohon maaf bu mengganggu waktunya di pagi hari.]** [2]**[Saya ingin memberitahukan jika file zip uts Instructional Media kelas 2018-B sudah saya kirimkan ke email panjenengan.]** Terima kasih banyak sebelumnya ibu.	Student and lecturer obviously have a social context as student and lecturer in a class		√		
17.	Datum 17	NP	5. Apologize 6. Give deference	S: Assalamualaikum wr. wb. Selamat pagi bu, [1]**[maaf menganggu waktunya.]** Saya (name) darikelas 2018 A, [2]**[mohon izin bu, saya mau berkonsultasi dengan panjenengan terkait dengan kelompok assesing vocabulary dari kelompok 6, apakah panjengan bisa hari ini bu?]**	Student and lecturer obviously have a social context as student and lecturer in a class	√			

No.	Datum		Strategy	Utterance	Context				
				Terimakasih Wassalamualaikum wr.wb					
18.	Datum 18	NP & PP	5. Apologize 6. Be direct	S: Assalamualaikum pak ion.. [1][**Maaf menganggu waktu panjenengan..**] Saya (name) dari kelas 2017-A.. [2][**Saya mau bertanya.. Apakah jum'at minggu ini itu uts nopo pak?**]	Student and lecturer obviously have a social context as student and lecturer in a class		√		
19.	Datum 19	OR	Give hints	S: [**gimana bu? ini temen² udah siap meet**]	Student and lecturer may have a social context as student and lecturer in a class	√			
20.	Datum 20	NP	5. Apologize 6. Be pessimistic	S: Assalamualaikum, bu ima saya (name) 2018B, [1][**maaf bu menganggu waktunya,**] [2][**Saya td blm ikut uts bu karna tadi di jalan, masi kerja bu, ndk tau kalau ada uts hari ini, jadi bagaimana bu?**	Student and lecturer obviously have a social context as student and lecturer in a class	√			

				Apa boleh saya ikut uts susulan? **Apa mungkin diberi waktu bu]**					

Comment or Suggestion

Jombang, 16 Juli 2021
Investigator

Chalimah, M.Pd.

SURAT PERNYATAAN TRIANGULASI DATA

Yang bertanda tangan dibawah ini, saya:

Nama   : M. Syaifuddin, S.S., M.A.

Jabatan   : Dosen Program Studi Pendidikan Bahasa Inggris

Instansi   : STKIP PGRI Jombang

Menyatakan bahwa saya telah melakukan validasi data pada karya tulis ilmiah (skripsi) dari mahasiswa:

Nama   : Diana Anggun Safitri

NIM   : 177038

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Male and Female Politeness Strategy Used in Texting Through WA Message from Students to the Lecturers : A Sociopragmatic Study

.

Jombang, 15 Juli 2021
Investigator

M. Syaifuddin, S.s., M.A

SURAT PERNYATAAN TRIANGULASI DATA

Yang bertanda tangan dibawah ini, saya:

Nama : Dr. Chalimah, M.Pd.

Jabatan : Dosen Program Studi Pendidikan Bahasa Inggris

Instansi : STKIP PGRI Jombang

Menyatakan bahwa saya telah melakukan validasi data pada karya tulis ilmiah (skripsi) dari mahasiswa:

Nama : Diana Anggun Safitri

NIM : 177038

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Male and Female Politeness Strategy Used in Texting Through WA Message from Students to the Lecturers : A Sociopragmatic Study

Jombang, 16 Juli 2021
Investigator

Chalimah, M.Pd.