LANGUAGE POLITENESS BETWEEN STUDENTS AND LECTURERS WHEN LEARNING ONLINE AT VOCATIONAL HIGHER EDUCATION

ANA PUTRI NASTITI
Politeknik Negeri Semarang
ana.putri.nastiti@polines.ac.id

ABSTRACT

Language politeness is a person's etiquette in socializing, especially communicating with speech partners, including in academic environments, such as universities. online. This lecture system has an impact on the language politeness of students and lecturers. One of them is when students communicate with lecturers through several applications, such as WhatsApp groups, Zoom, or Google Meet. The purpose of this study is to describe "Student and Lecturer Language Politeness during Online Learning at Vocational Higher Education. The research method used is descriptive qualitative method with the research subjects being AMIK JTC students which is one of the vocational higher education institutions in Central Java. The following are the results of his research, (1) language politeness can be realized in two strategies namely positive and negative politeness strategies and (2) there are five functions found in politeness in students' language with lecturers during online learning, namely (a) representative function, (b) directive function, (c) expressive function, (d) commissive function, and (e) declarative function. Overall, it can be concluded that most AMIK JTC students are polite in language during online learning, although sometimes there are polite words that are not in accordance with Indonesian spelling. This can be seen in the words "asiap, yok, and so on". Therefore, it is necessary to carry out further research related to the use of spelling in student speech during both online and offline learning.

Keywords: Politeness in Language, Students, Lecturers, Online, Vocational Higher Education.

INTRODUCTION

Politeness is closely related to culture and values that are relative in society, including in the academic environment. In language politeness, a person is required to be able to place himself consciously where and who the speech partner is when communicating. The use of polite language when communicating will make the speech partner feel comfortable, valued, and will not cause misunderstandings. This is in line with Leech (1993:38) that in general, humans prefer to express opinions that are polite than those that are not polite.

During the Covid-19 pandemic, the lecture system at tertiary institutions underwent a change from face-to-face lectures to distance lectures or often known as online learning. This lecture system has an impact on the language politeness of students and lecturers. One of them is when students communicate with lecturers through several applications, such as WhatsApp, Zoom, or Google Meet.

The WhatsApp application is one of the many online communication media used by lecturers and students during online learning. WhatsApp Groups feature contained in this application is very helpful communication between lecturers and students. Lecturers can share lecture material,

announcements, assignments, guidance, and so on through the application. Furthermore, the Zoom and Google Meet applications are two communication media that are no less important to use when online learning. These two applications can interactively encourage student activity during online learning. The Zoom application is a video conferencing application with virtual chat facilities, virtual meetings, and cellular service collaboration for an unlimited amount of time (Fitrisia et al., 2021). The Google Meet application is a video communication service developed by Google as a substitute for Google Hangout and Google Chat (Scott Johnston, 2017). In practice, Google Meet is more often used during online learning. This is proven in research (Qolbi et al., 2022) that the use of the Google Meet application is more effective when used during online learning when compared to the Zoom application.

Vocational Higher Education is higher education that focuses more on work practices that can support student expertise in certain fields of study. Apart from being required to hone their skills, students must also be able to speak politely so that it is easier to adapt on campus or later in the world of work. This is in line with the opinion (Sharma, 2018: 38) that there are seven components of soft skills that need to be implemented in educational institutions. One of them is communication skills (communicative skills).

The Academy of Informatics and Computer Management, Cipta Technology (AMIK JTC) Semarang is one of the Diploma Three vocational colleges in Indonesia. In online learning for Indonesian courses, AMIK JTC Semarang students more often use Whatsapp and Google Meet groups. The use of these two applications, does not always go well. Often students ignore the principles of politeness in communicating so that the speech partners, namely lecturers or other students in the class become offended or misunderstandings occur. Therefore, researchers are interested in researching "Student and Lecturer Language Politeness during Online Learning at Vocational Colleges.

METHOD

In this study used descriptive qualitative method. This research is a research method used to examine natural objects, where the researcher is the key instrument (Sugiyono, 2012: 14). The objects studied were in the form of words, phrases, and sentences in student speech when learning Indonesian online through the Whatsapp and Google Meet group applications. The data in this study are in the form of words, phrases and sentences that have positive and negative politeness values between students and lecturers during online learning. The data source is in the form of speech by AMIK JTC Semarang students and lecturers during online learning of Indonesian courses for 1 semester in 2022.
Data collection techniques used are listening, note taking, observation and interview techniques. The data analysis technique used in this study is an interactive model, namely the activity in data analysis is carried out interactively and continuously. The steps in analyzing the data were carried out in four stages, namely (1) data collection, (2) data reduction, (3) data presentation, and (4) verification and drawing conclusions.

RESULTS AND DISCUSSION

Language politeness can be realized in two strategies, namely positive and negative politeness strategies. The following data shows the language politeness of AMIK JTC Semarang students and lecturers during online learning in Indonesian courses.

A. Forms of Student Politeness with Lecturers During Online Learning

1. Positive Politeness (KP)

Positive politeness in the speech of students and lecturers during online learning is realized in eight forms, namely (a) using identity markers of speech partners, (b) saying thank you in full, (c) providing information, (d) greeting, (e) asking questions, (f) avoid disapproval, (g) give gifts, and (h) show optimism.

Table 1. Forms of Positive Polite Speech by Students and Lecturers during Online Learning

No.	Forms of Positive Politeness	Amount
1.	Use the identity marker of the interlocutor	27
2.	Say thanks a lot	22
3.	Provide information	8
4.	Say greetings	16
5.	Ask questions	17
6.	Avoid disapproval	30
7.	Give gifts	5
8.	Shows optimism	8

KP-1: Using Opponent Identity Markers.

The following are some examples of student speech acts with lecturers during online learning.

(1) Alright Mom.

(2) Ready mom, do it.

(3) Ok, ready Mrs. Putri.

Based on data (1), (2), and (3) it appears that the speech between students and lecturers uses a positive politeness strategy manifested by the identity marker of the interlocutor, namely Mrs. Putri. In this speech, "Bu Putri" is a formal form of greeting that must be used by students when communicating with lecturers. This aims to foster a sense of closeness between speakers (students) and opponents/partners (lecturers).

KP-2: Saying Thank You

The following are some examples of student speech acts with lecturers during online learning.

(4) Thank you Mom.

(5) Alright Mom, thank you.

(6) Alright Mrs. Putri, thank you for the information.

Based on data (4), (5), and (6), it appears that students' and lecturers' speeches use positive politeness strategies manifested by saying thank you. Acknowledgment of thanks for the speech shows a positive face to the speakers (students) and speakers (lecturers) by using

polite language. This aims to appreciate the speech of lecturers who have provided information to students.

KP-3 Providing Information

The following is an example of student speech acts with lecturers during online learning.

(7) For July 31 off Mom, because of the 1st Muharram holiday then lectures are replaced on August 7th.

Based on data (7), it appears that student and lecturer speech uses positive politeness strategies when providing information to speech partners, namely lecturers. The context of the speech refers to the lecturer's question asking "is July 31, the lecture is off?"

KP-4: Greetings

The following is an example of student speech acts with lecturers during online learning.

(8) Assalamu'alaikum wrb. Sorry in advance madam, I am "Muhammad Ulinuha/NIM: 21011674" begging for permission to not be able to attend today's lectures due to illness. Thank You.

Based on data (8) it can be seen that the politeness strategy is positive by greeting at the beginning of the speech. The positive politeness strategy used by students is manifested by the word "assalamualaikum wrb". The use of positive politeness strategies by greeting adds respect to the speech partner, namely the lecturer.

KP-5: Asking Questions

The following are some examples of student speech acts with lecturers during online learning.

(9) Assalamu'alaikum madam Putri, where do you send the submission of Indonesian assignments?

(10) Where is the presence, Mom?

The use of a positive strategy by asking questions is a strategy that is often used. In data (9) it can be seen that students use interrogative sentences to lecturers to ask questions about Indonesian language assignments. Furthermore, in data (10), student speech also uses interrogative sentences to the lecturer to ask about attendance. The positive politeness strategy used by students provides benefits for students because they will understand problems that they do not understand during online learning.

KP-6: Avoiding Disagreement

The following are some examples of student speech acts with lecturers during online learning.

(11) Fine.

(12) Nope.

(13) Ready.

(14) Yes.

(15) Asiap.

(16) Okay.

The use of positive strategies by avoiding disapproval is a strategy that is often used. In data (11), (12), (13), (14), (15), and (16) it can be seen that students use the utterances "good, high, ready, and okay". The positive politeness strategies used by students provide benefits for students as speech partners because they agree with the information provided by the lecturer as a speaker and do not want to debate the content of the information provided.

KP-7: Giving Gifts

The following is an example of student speech acts with lecturers during online learning.

(17) Congratulations, the Bunga group is the best group in this class!

Based on data (17), it appears that student and lecturer speech uses positive politeness strategies manifested by giving gifts. The speech was meant to respond to the lecturer's speech which informed him about "the best group that gets the most likes on the videos made in various languages". The positive politeness strategy used by the students in the speech was manifested through congratulating the Bunga group for getting the most likes on the multi-language video as an assignment for the Indonesian language course in the class.

KP-8: Showing Optimism

The following are some examples of student speech acts with lecturers during online learning.

(18) Always mom, keep spirit 45.

(19) Come on, Sunday is calm, full of smiles with assignments.

Based on data (18) and (19) are student utterances with the aim of responding to the lecturer's speech informing them about the final project of the Indonesian language course. The positive politeness strategies used by students in these utterances are manifested through self-oriented words, namely the phrases "spirit 45" and "smile with duty". The use of sentences that show optimism aims to convince the speech partners (lecturers) that students in the class can complete the final assignment of the course on time.

2. **Negative Politeness Strategy (KN)**
   Negative politeness strategies function to reduce impolite illocutionary impoliteness (Kusmanto, et al, 2019: 56). The negative politeness strategy of students to lecturers in WhatsApp social media communication discourse is realized through several forms. The following is an embodiment of the realization of students' negative politeness strategies to

lecturers in WhatsApp social media communication discourse that comes in the form of (1) apologizing, (2) minimizing coercion, and (3) refusal.

Table 2. Forms of Negative Politeness Speech by Students and Lecturers during Online Learning

No.	Forms of Positive Politeness	Amount
1.	Apologize	15
2.	Minimizing Coercion	2
3.	Rejection	5

KN-1: Apologize

The following are some examples of student speech acts with lecturers during online learning.

(20) I'm sorry Mrs Putri, did you do this exercise too Mom?

(21) Excuse me Mom, do you have an example?

(22) I'm sorry Mom, yesterday's title was asked to fix how to fix it Mom?

(23) Sorry for friends who haven't taken part in the UTS, to immediately confirm with Mrs. Putri

The use of the word "sorry" is a form of respect and respect for the speech partner. In data (20), (21), and (22) it appears that students use the word "sorry" at the beginning of each speech. This was done by students with the intention of respecting the lecturer as a speech partner. In this speech, it appears that politeness is very good to ask about information about course assignments that are not yet clear.

Furthermore, data (23) is a speech spoken by the committee or class leader to students in the class related to "confirmation of UTS implementation". In this speech, it appears very good politeness to ask about information about "students who have not attended UTS".

KN-2: Minimizing Force Force

The following is an example of student speech acts with lecturers during online learning.

(24) Please excuse me, can today's lecture material be sent via the WA group?

The strategy of negative politeness by minimizing coercion is manifested in data (24) with the utterance "can...?. Negative politeness strategies by minimizing coercion are used by students to minimize coercion on speech partners, namely lecturers.

KN-3: Rejection

The following is an example of student speech acts with lecturers during online learning.

(25) Alas, if the lectures are brought forward, I will still work, Mom.

Based on data (25) it appears that students use negative politeness strategies which are manifested by refusal. The use of the expression "I'm still working ma'am", is a rejection by students of the offer given by the lecturer. The context of this speech refers to the speech of the lecturer who makes an offer if the lecture hours are brought forward to 16.00 WIB. This received a rejection response using a negative politeness strategy from one of the students because he was still working.

B. The Function of Student and Lecturer Language Politeness during Online Learning

Based on the data obtained, it shows the function of student politeness to lecturers during online learning, there are five functions used, namely (1) representative function, and (2) directive function, (3) expressive function, (4) commissive function, and (5) declarative function.

1. Representative Function

(11) Fine.

(12) Nope.

(13) Ready.

(14) Yes.

(15) Asiap.

(16) Okay.

Based on data (11) to (16), the speech between students and lecturers shows a representative function which contains reports or students that they are ready to carry out tasks or information provided by lecturers. The student's speech is a form of response when the lecturer provides information.

2. Directive Function

(23) Please friends who haven't taken part in the UTS, to immediately confirm with Mrs. Putri

The word "please" in data (23) is an utterance by the head of the class/committing committee which has a directive function, namely asking students who have not attended UTS to immediately confirm with Mrs. Putri (lecturer).

3. Expressive Function

(4) Thank you Mom.

(5) Alright Mom, thank you.

(6) Alright Mrs. Putri, thank you for the information.

Based on data (4), (5), and (6), the word "thank you" has an expressive function, namely to say thank you as a form of student response after being given information by the lecturer.

4. Commissive Function

(26) Nggih mom, later at 08.00 WIB I will meet to take a follow-up UTS.

Based on data (26), it shows that the student's speech has a commissive function, namely promising to meet the lecturer to take the follow-up UTS at 08.00 WIB.

5. Declarative Functions

(27) Walaikum salam, yes Mom. I apologize physically and mentally too.

Based on data (27), the student's utterances have a declarative function, that is, to apologize during Eid al-Fitr. This can be seen in the utterances uttered by students, namely "yes ma'am". This speech was a student's response to the previous lecturer's speech, when the lecturer wished him a happy holiday and apologized physically and mentally.

Based on the results of the research described above, the researcher describes the similarities and differences between this research and previous research from several journals. The research that will be described is several studies related to language politeness strategies.

The first research was conducted by (Kousar, 2015) entitled "Politeness Orientation in Social Hierarchies in Urdu". This research has the same subject as this study, namely examining language politeness. The difference lies in the object of study, this study discusses politeness in Urdo, while this research discusses politeness in the language of students and lecturers during online learning.

The second study was conducted by (Pratamanti et al., 2018) entitled "Slang Policies in Student WhatsApp Messages Addressed to Lecturers". This research has similarities, namely examining the language politeness of students to lecturers in WhatsApp social media communication discourse. The difference lies in the research results. As for the results of Pratamanti's research, there are still many student speeches to lecturers via WhatsApp that do not meet the politeness value. This is clearly inversely proportional to the results of this study where most students are polite in speaking with lecturers during online learning, especially when communicating via the Whatsapp group.

CONCLUSION

Based on the findings in this study, it can be concluded that (1) the language politeness of students and lecturers during online learning can be realized in two strategies, namely positive and negative politeness strategies; and (2) there are five functions found in the language politeness of students and lecturers during online learning, namely (a) representative function, (b) directive function, (c) expressive function, (d) commissive function, and (e) declarative function . Overall, most AMIK JTC students are polite in language when learning online, although sometimes there are polite words that are not in accordance with Indonesian spelling. This can be seen in the words "asiap, yok, and so on". Therefore, it is necessary to carry out further research related to the use of spelling in student speech during both online and offline learning.

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