CHAPTER I
INTRODUCTION

A. The Background of the Study

In university classrooms, communication between students and lecturers has the important part to affect students in a number of ways, including their emotional in learning, motivation, communication satisfaction and involvement (e.g., Goodboy & Bolkan, 2009). In addition, communication between students and lecturers has the potential to influence lecturers in a variety of ways too, including their affinity to students, willingness to respond to student requests (Mottet, Beebe, Raffeld & Paulsel, 2004), perceptions of student credibility and attractiveness, motivation to teach students, and perceptions of future academic success. However, class communication does not account for all interactions between students and lecturers: out-of-class communication is also significant. Importantly, there are many educational advantages of this form of communication. For example, Jaasma and Koper (1999) found that the more frequent and sustained communication between students and lecturers outside the classroom, the more motivated students were in the course, and out-of-class communication between students and lecturers was found to enhance student trust, self-esteem and self-assertion.

Out-of-class communication is popular in university settings and happens in a number of settings, including the lecturer's office, via email or now WhatsApp days. Computer-mediated communication, especially through WhatsApp, has recently become a major component of out-of-class communication. WhatsApp has made the faculty more open by enabling students to reach their lecturers outside regular office hours and allowing for a range of communications that may not have taken place during traditional

in-class settings. In particular students can use WhatsApp when they want to avoid going to school, make excuses for absences or late work, ask for or challenge grades, ask questions about class materials, or make an appointment. Since WhatsApp has many advantages, students have begun to rely extensively on this technology for their out-of-class communication with lecturers. In reality, according to Bippus et al., there is a heavy dependence on mediated student teacher interactions, with an email (WhatsApp) accounting for about one-third of out-of-class communication]" (Bippus, Kearney, Plax, & Brooks, 2003). This is p. 270). Email use has become so prolific that Duran et al. (2005) say that the faculty perceives email as having replaced most in-person meetings with students.

The way students interacted in WhatsApp has the ability to affect lecturers' reactions to them in a significant way, sometimes politeness itself can built a new gap and problem between student and lecturers. For example, in contrast to students, lecturers tend to prefer more formal emails because if the student's email is written too casually, it can make the lecturer less likely to like the student, make them less credible, have a lower message quality opinion and make them less willing to comply with students' simple email requests. WhatsApp is used in many Indonesian universities to exchange information on campus events, discuss various topics as well as research collaboration projects between students, teaching staff and campus administration (e.g. Kurniasih&Riyadhsyah, 2018). Despite the advantages of using WhatsApp for social media communication in educational settings in Indonesia, issues of interlocutor politeness have arisen within such a digital communication environment.

Studies by Ike Revita (2014), for example, show that students had no knowledge of politeness when dealing with their teachers. Students were found to have a low degree of sociolinguistic competence, resulting in a lack of comprehension of the social distance and power ties with teachers. This was seen by the usage of the slang language that many students saw as examples of egalitarianism, modernity, and speech during the communica[illegible]s (Ike Revita, 2014[illegible]ple complain about the way they communicate via WhatsApp. The way they communicate seems to ignore the rule of politeness. For example, when a student asked their lecturer, is she will come to campus or not.

Student: *"Mom, are you going to campus today?"*

The problem is the way student asked the information. She sent message via WhatsApp and used very simple question. Furthermore, the student gave no greet and doesn't introduce herself. She directly came to the point of the conversation.

Sociolinguistic research suggests that women are more likely than men to use politeness strategies in their speech. But in 2013, Pamela Hobbs have been found that the use of politeness markers by male speakers was approximately equivalent to that of females. In addition, constructive politeness techniques were used by male speakers almost entirely, and only by lawyers, and both men were the two speakers who used the largest number of politeness markers in individual messages.

Another example when the student sending their first message to their lecturer to inform about KRS and ask their sign:

1. *"Good night mam, sorry to disturb.*
   *I am ***, a new student of English education and mam is my PA lecturer. I apologize earliermam, I haven't attended the zoom meeting because I just joined*

the WA group. And about KRS, I still don't have it because I still haven't paid UKT but I'll try to pay it tomorrow. thanks in advance mam."

(Female student to Female Lecturer)

This is one of messages that has been sent by student to lecturer. This SMS show the sender asked the permission by saying „"sorry or apologize'' to lecturer, and then this message also used period punctuation. Period is used when placed at the end of declarative sentences, statements thought to be complete and after many abbreviations and from the message we know that this n uded to list give reason from the positive politeness strategies. The meaning of give reason is the speaker asserts reflexivity by making activity seem reasonable to the hearer. It is done in this message, the message show student giving a reason to lecturer to ask permission. This is a Negative Politeness.

2. "*Good morning sir.*
*My name is *** from English literature 2020 sir. Sorry sir, when we can meet to sign my KRS sir?*
Thank you, sir."

(*Male student to Male Lecturer)*

This is one of messages that has been sent by student to lecturer. The message explains that student wants to know when can he meet the lecturer to sign his KRS. In the last sentence in SMS, student gives question mark, it means that the sender asks the lecturer about the lecturer schedule. Which means that the student asked to lecturer. This message was included in negative politeness.

3. "*Good morning sir,*
Sorry for disturbing sir…

*How are you sir, I am ***. A new student in English literature 2020. I want to inform you sir that I am your PA student and I hope we can meet so my KRS will signed.*
Thank you sir. Good morning sir"

(Female student to Male Lecturer)

This is one of messages that has been sent by student to lecturer. In general the message shows the student asking the permission. The last, from the message we know that this message included to list give reason from the positive politeness strategies. The mean from give reason is the speaker assert reflexivity by making activity seems a hope for the sender. Based on analyzed above, the researcher taken a conclusion ,this message is Positive Politeness.

4. "*Good morning mam,*
How are you mam?Sorry disturb you,
*I am ***, new students in English literature 2020 and you PA student.*
Mam, where I can meet you to sign my KRS and when mam?
Thanks mam
Have a nice day
See you mam."

(*Male student to Female Lecturer)*

This is one of messages that has been sent by student to lecturer. Its shows the students asking permitted to know the schedule of the lecturer in case to ask the lecturer to sign her KRS. It is done in this message, the message show student giving a reason to lecturer to ask permission. This is a Negative Politeness.

In academic context, the lecturers had power over the students. And also, the lecturers had difference social distance from the students. It means that the students needed to use more formal, respectful language when writing WhatsApp message to the

lecturers and the students had to show respect to them and made good impression on them too.

However, as we know a polite messages begin with greetings, an apology for sending a WA, self-initiation, a message, and a thank you with greetings (Liu, 2017). Thishas to be prevented soon and give an explanation or something educated ways to inform them how to make a good communication with lecturer through WhatsApp or message. Otherwise the impolite generation is going to grow bigger and bigger especially now-days after we are in fight with Covid-19, all of us is learning from house and the student will be less respect to their lecturer because they can hide themselves in social media.

When talking about politeness, mostly people think about TV show, culture or verbal communication. Still a little bit thought about in politeness with technology such as WhatsApp. In the numerous studies that I have determined, most of them are often based on politeness in culture and meet with [illegible] well as culture, they typically look for gaps in politeness in television shows, even though they are now in a time where all technology is added and coupled with the Covid-19 pandemic situation that forces everyone to stay connected (especially students and lecturers) with each other. However, the researcher felt that the morality and politeness of the students had begun to decline over time, and in this study the researcher wanted to prove that perception and link it to gender, whether men are more polite than women or even the same.

So, because of that the researcher is interested in analyzing students' communication of politeness through WhatsApp to the English lecturer. The aim of this research is to analyze the kind of politeness strategies in WhatsApp at the English

Department of Universitas Negeri Medan and the relation with the gender. Politeness itself is the communication between the listener and the speaker, which is the understanding of others. This research is a descriptive qualitative study, the object of which is WhatsApp. Research data was 40 chats in WhatsApp. The name of brown and Levinson has become almost synonymous with word politeness, as it is impossible to speak of politeness without referring to Brown and Levinson and the researcher used his theory in this research.

The text-messages data collected from student in first semester of English department. When obtaining the consents, the participants were informed that their participation in the current study was voluntary and their responses (texts) would be kept confidential and anonymous. To maintain the nature of the conversation in WhatsApp and to avoid bias, participants were also told that their participation would not influence their academic score and not show their identity.

The message that reasercher analyzed in this research is a message about student asking their supervisor lecturer (PendampingAkademik) to sign their KRS (Karturencana study) or to meet their PA and as the first message they send to lecturer through WhatsApp. Each message in WhatsApp messages was classified into Brown and Levinson‘s (1987) politeness strategies, including bald on-record, positive politeness, negative politeness, and off-record.

B. The Problem of the Study

The problems of the study are formulated as the following:

1. a. What Politeness Strategies are used by Male Students to Male Lecturer in Communication through WhatsApp?
   b. What Politeness Strategies are used by Male Students to Female Lecturer in Communication through WhatsApp?
   c. What Politeness Strategies are used by Female Students to Male Lecturer in Communication through WhatsApp?
   d. What Politeness Strategies are used by Female Students to Female Lecturer in Communication through WhatsApp?
2. How does student decide to choose polite strategies in Student-Lecturer Communication through WhatsApp?
3. Why do gender differences play the role in choices of polite strategies in Student-Lecturer Communication through WhatsApp?

C. **The Objective of the Study**

In this research, researcher has some purposes to answer the problems of the study, they are:

1. a. to explain the types of politeness strategies used by Male students in communication with Male lecturer through WhatsApp,
   b. to explain the types of politeness strategies used by Male students in communication with Female lecturer through WhatsApp,
   c. to explain the types of politeness strategies used by Female students in communication with Male lecturer through WhatsApp,
   d. to explain the types of politeness strategies used by Female students in communication with Female lecturer through WhatsApp,

2. to explain the reason of student in choosing politeness strategies in communication with Female lecturer through WhatsApp,
3. to explain the reason why gender differences play the role in choices of polite strategies in Student-Lecturer Communication through WhatsApp.

D. The Scope of the Study

This research discussed about types of politeness strategies used in student communication with their lecturer through WhatsApp and how the gender roles in the communication (Female/Male students to Female/ Male lecturer). The types of politeness strategies in Brown and Levinson theory (1987), namely (1) bald on record, (2) positive politeness, (3) negative politeness and (4) off record strategy. The researcher focused on analyzing the types of positive politeness and negative politeness strategies used in students in communication with their lecturer through WhatsApp and find the differences through gender.

E. The Significance of the Study

There are some significances of the research as follow: for the researcher and reader.

1. Theoretically
   (a) Asa reference and suggestion to researcher of Communication.
   (b) As a guidance for someone who want to know about used of politeness strategies in students communication through WhatsApp.
2. Practically
   (a) As a research comparison about politeness strategies with other theories.
   (b) As guidance for every level of education department with subject of Student communication with the topic discuss is politeness.