

**AN ANALYSIS OF TEACHERS' AND STUDENTS' POLITENESS
STRATEGIES USED IN TEXT- MESSAGING**

THESIS

**"Submitted to Fulfill Requirement for The Fgi tgg'bf
"Master of Education**

**By
DEBBY RIZKI AMALIA
NIM 1609067014**



**DEPARTMENT OF ENGLISH EDUCATION
GRADUATE SCHOOL
UNIVERSITY OF MUHAMMADIYAH PROF.DR.HAMKA
2018**

ABSTRAK

Debby Rizki Amalia, Analisis Terhadap Penggunaan Strategi Sopan Santun yang Digunakan oleh Guru dan Siswa dalam Mengirim Pesan Singkat: *Penelitian Kualitatif di Sekolah Menengah Pertama Setia Bhakti dan Sekolah Menengah Atas Setia Bakti*. Tesis. Master Pendidikan Bahasa Inggris, Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA. Agustus 2018.

Strategi kesantunan sangat penting dalam berinteraksi dan juga berkomunikasi. Tidak hanya dalam komunikasi secara lisan, tetapi juga dalam komunikasi melalui tulisan. Untuk meningkatkan kualitas interaksi dan komunikasi, baik guru maupun siswa perlu menerapkan strategi kesantunan yang tepat. Strategi yang digunakan oleh guru dan peserta didik itu berbeda. Strategi ini diaplikasikan berdasarkan tingkat pendidikan mereka. Oleh karena itu, penelitian ini menguji strategi kesantunan yang digunakan oleh guru Bahasa Inggris sebagai Bahasa Asing (EFL) dan siswa untuk menghindari kesalahpahaman saat berinteraksi melalui *Whatsapp*. Oleh karena itu, desain penelitian kualitatif dan kuantitatif digunakan untuk mengeksplor dan meneliti strategi kesantunan sepuluh guru bahasa Inggris termasuk guru SMP dan SMA dan siswa saat mengirimkan pesan singkat. Beberapa metode pengumpulan data dalam penelitian yaitu pengumpulan percakapan *Whatsapp* guru dan siswa dan juga kuesioner. Prinsip strategi kesantunan Brown dan Levinson digunakan untuk menganalisis data. Hasil data kualitatif dan kuantitatif menunjukkan perbedaan yang signifikan antara guru dan strategi kesantunan yang digunakan oleh siswa. Hasil penelitian ini dibahas dalam referensi berdasarkan teori yang ada dan implikasi dari studi tentang praktik pengajaran bahasa Inggris.

ABSTRACT

Debby Rizki Amalia, An Analysis of Teachers' and Students' Politeness Strategies Used in Text Messaging: *Qualitative Studies in Junior High School of Setia Bhakti and Senior High School of Setia Bhakti*. Thesis Master of English Education, Post Graduate School University of Muhammadiyah Prof. DR. HAMKA. November 2018.

Politeness strategies were crucial while having interaction and also communication. Not only in spoken communication, but also in written communication. In order to enhance the quality of interaction and communication, both teachers and learners need to apply the appropriate politeness strategy. The strategies which used by teachers and learners might be different. It applied based on their educational level. Therefore, this study examines politeness strategies used by English as a Foreign Language (EFL) teacher and EFL learners to avoid misunderstanding while having interaction through *Whatsapp*. To this end, a qualitative and quantitative research design was adopted to facilitate the in depth exploration of ten EFL teachers including junior and senior high school teachers and students use of politeness strategies in text-messaging. The text messages were conducted in L1 and L2. Multiple data collection methods are adopted in this study, including teachers and students' *Whatsapp* conversation and also open response questionnaires. Brown and Levinson's politeness strategies framework were utilised to analyze the data. Result of qualitative and quantitative data showed that the most frequent strategy used by teachers (46%) and students (56%) was negative politeness strategy. Then, the significant difference between teachers and students' politeness strategies. The result of the study is discussed in reference to the existing theory and implication of the study on English language teaching practices are offered.

THESIS COMMITTEE APPROVAL

AN ANALYSIS OF TEACHERS' AND STUDENTS' POLITENESS STRATEGIES USED IN TEXT- MESSAGING

THESIS

By
DEBBY RIZKI AMALIA
NIM 1609067014

The Thesis Committee Oral Defence Committee have approved this Thesis as partial fulfillment of the requirements of the Master of Education Degree in English.
Date November 27th, 2018

Thesis Committee	Signatures	Date
Prof. Dr. H. Abd. Rahman A. Ghani, M. Pd. (Chair)		01-02-2019
Hamzah Puadi Ilyas, Ph.D. (Secretary)		01-02-2019
Dr. Santi C. Djonhar, M.A. (Thesis Advisor 1)		02-02-2019
Herri Mulyono, Ph.D. (Thesis Advisor 2)		01-02-2019
Siti Zulaiha, M.A., Ph.D. (Oral Defence Committee 1)		03-02-2019
Dr. Burhayani, M.Pd. (Oral Defence Committee 2)		31-01-2019

Jakarta, 4-2-2019
Director of Graduate School
University of Muhammadiyah Prof. DR. HAMKA

Prof. Dr. H. Abd. Rahman A. Ghani, M. Pd.

TABLE OF CONTENTS

ABSTRAK	ii
ABSTRACT.....	iii
THESIS ADVISOR APPROVAL	iv
THESIS COMMITTEE APPROVAL.....	v
ACKNOWLEDGEMENTS	vi
PREFACE	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION.....	1
A. Background of the Study	1
B. Identification of Research	4
C. Limitation of the Problem	5
D. Research Questions.....	5
E. Objective of the Research	5
F. The Significance of the Research	6
CHAPTER II THEORETICAL FRAMEWORKS	8
A. Review of Previous Studies	8
B. Review of Related Literature	12
CHAPTER III METHODOLOGY	32
A. Research Setting	32
1. Time	32
2. Place	33
B. Research Participant	33
C. Research Design	34
D. Research Instruments	35
E. Data Collecting Technique	35
F. Data Analysis	36

CHAPTER IV FINDINGS AND DISCUSSION.....	38
A. Findings	36
1. Findings on Analyzing Teachers’ Politeness Strategies Used in Text-Messaging	40
2. Findings on Analyzing Students’ Politeness Strategies Used in Text-Messaging	45
3. Findings on Analyzing the Differences of Politeness Strategies between Teachers and Students Used in Text-Messaging	50
4. Findings on Chi-Square Test	52
5. Findings on Distributing Open Response Questionnaires	77
B. Discussion	92
1. Teachers’ Politeness Strategies Used in Text-Messaging	93
2. Students’ Politeness Strategies Used in Text-Messaging	95
3. The Differences between Teachers’ and Students’ Politeness Strategy	97
CHAPTER V CONCLUSION AND SUGGESTION	98
A. Conclusion	98
B. Suggestion	99
REFERENCES	101
APPENDICES	102
CURRICULUM VITAE	143

CHAPTER I

INTRODUCTION

This chapter presents several points that are relevant to this study. In details, this chapter consists of background of the study, identification of research problem, limitation of the problem, research questions, and the objectives of the research and the significance of the research.

A. Background of the Study

Communication can be defined as the process of transferring and receiving some information among human. As Elfatihi (2006) explains that human could share their knowledge, attitudes, and also emotions through communication. Face-to-face communication is the common communication which is used by people. As the development of technology, virtual communication through modern tool of communication such as a mobile phone also developed. It is able to help people to communicate faster and easier. Therefore, it replaces the way of communication among people.

Mobile phone makes people are able to connect each other wherever they are. It has been developed for oral communication and text-message. It also provides some features which make the users are not only able to communicate by sending and receiving text message, but also sharing pictures and videos. In addition, since the use of mobile phone is increasing, the development of features on mobile phone also developed. One of the features of smartphone which is the most preferred by people is an instant messaging. Instant Messaging (IM) became popular since the smartphone was

introduced to the society. The latest instant messaging which is popular in the society is *Whatsapp*.

Many people adopted *Whatsapp* as their most preferred form of communication to communicate with their friends, family, teachers, classmates, and also co-worker. Statistically, the Ministry of Communication and Informatics (2017) published the number of *Whatsapp* users in Indonesia. The total of *Whatsapp* users were 143, 26 million people. It consisted of 49, 52% people around 19-34 years old and 75, 50% were 13-18 years old. In addition, the Ministry of Communication and Informatics (2018) showed that the use of *Whatsapp* was increasing every year. In 2017, more than half of societies used *Whatsapp* to communicate with others. Therefore, it is used by all of members of societies, especially in academic setting.

Since *Whatsapp* replaced face-to-face interaction in academic setting, it also minimized the distance among teachers and students. Thus, the students would like to send text messages to the teachers instead of meeting their teachers. For example, when the students have a question or difficulty on doing the instruction which is given by the teachers, they are also able to send text-message through *Whatsapp*.

On the other hand, when the teachers need to give some instructions relating to the students' task, they are able to send text-message to the students. Thus, sending text-message through *Whatsapp* is beneficial to be used in academic context.

Since the raising number of *Whatsapp* users, the issues of the language use on *Whatsapp* conversation which is quite closer to spoken discourse also rising. The language used on text-message often makes misunderstanding among teachers and the students. The use of students' language on text-message seems like lacking of

politeness. It occurred in the text messages in English and in Indonesian. To minimize misunderstanding among senders and receivers, politeness strategies need to be applied by them. In showing politeness, the words and the phrases used by teachers and the students would be different. Therefore, the researcher was aimed to analyze the politeness strategies used by teachers and students in text messaging.

A number of studies (Yulia, 2016; Salgado & A.Castineira-Benitez, 2018) concerned on investigating the use of politeness in *Whatsapp* discourse. Yulia (2016) collected over thirty text messages which were sent by the university students to their lecturers. The study revealed that the senders were not aware of the principle of politeness. It also showed that the senders had no sociolinguistics competence. It could be seen from the diction, the absence of greeting, and the address terms. In addition, the concept of social distance and power relation were ignored. It was contrasting to the study of Salgado & A. Castineira-Benitez (2018). Mostly people employed politeness strategy through *Whatsapp* text-message. The study showed that greeting existed to show the solidarity between interactants.

The current study intended to explore whether the EFL teachers and EFL students apply politeness strategy while sending text-message through *Whatsapp* or not. This study also explored the differences politeness strategies which were applied by EFL teachers and students. Perceiving that politeness strategies are crucial things while having interaction and communication. It is caused politeness strategies are the main communication principle where people should respects each other. It is also needed to avoid misunderstanding between teachers and students.

The focus of the studies was on politeness strategies which were introduced by Brown and Levinson in 1987. Since the previous studies were set in the university, this study would set in Junior High School and Senior High School. The text-messages among Junior High School teachers, Senior High School teachers and also their students were analyzed. Text messages among the participants were categorized into five categories, such as bald on record, positive politeness strategy, negative politeness strategy, off record, do and don't do FTA.

The research finding can contribute to the study of English as a foreign language by providing some insight into politeness strategies which are used in educational context. This study also can be a reference for EFL teachers and EFL students who are interested in politeness strategies used in text messaging through one of instant messaging application, e.g. *Whatsapp*.

B. Identification of Research

Based on the background of the study above, the researcher creates the identification of the research as follows:

1. Both teachers and students lack of pragmatic competence.
2. Both teachers and students are not aware of the importance of politeness strategies in communication.
3. Both teachers and students are not aware of the effect of politeness strategies while having interaction and communication through oral and written communication.

C. Limitation of the Problem

Based on the identification of the research problem listed above, the major problem which appears during the interaction between the teachers and the students is the implementation of politeness strategies by teachers and students in text-messaging through *Whatsapp*. The writer assumes that teachers' and students' politeness strategies are different and it could affect the quality and the quantity of communication among them. In addition, the writer also assumed that the Junior High School students and Senior High School students would use different strategies. It also happened to the teachers which would be used the different strategies in replying or giving the response of students' text messages.

D. Research Questions

According to the identification of the research problem listed above, the researcher formulates her research questions as follows:

1. What types of politeness strategies which used by the teachers?
2. What types of politeness strategies which used by the students?
3. What are the differences of politeness strategies used by the teachers and students used in text messaging through *Whatsapp*?

E. Objective of the Research

Reviewing the underlying problems, this study aims at accomplishing the following points:

1. To find out kind of politeness strategies use by teachers in academic context.

2. To analyze kind of politeness strategies used by students in academic context.
3. To analyze the differences of politeness strategies used among teachers and students used in text-messaging through *Whatsapp*.

F. The Significance of the Research

For both theory and practice, the researcher expects this research would be very beneficial for the elements as follows:

1. Theoretically, the research findings are expected to give the opportunities for the researchers who have some interested in teachers' politeness strategy use in text-messaging through *Whatsapp* in academic context to do the further research in order to improve teachers and students' pragmatic competence.
2. Practically, the research is expected to have significant benefits for the following elements:
 - a. **Writer**

This research is expected to give very positive feedback to the writer in implementing politeness strategy in academic context. In addition, the writer will have more knowledge related to choose the right politeness strategy in various situations. The writer not only will get more knowledge but also can explain the politeness strategy to the students.
 - b. **Academia**

The findings of this research can be used by the academia, e.g. teachers and students as the reference in choosing the politeness strategy; they

will be able to choose the appropriate politeness strategy to communicate to other people.



REFERENCES

- Adel, S. M., Davoudi, M., & Ramezanzadeh, A. (2016). A Qualitative Study of Politeness Strategies Used by Iranian EFL learners in a Class Blog. *Iranian Journal of Language Teaching Research*, 47-62.
- C. Levinson, P. B. (1999). *Politeness: Some Universal in Language Usage*. United Kingdom: Cambridge University Press.
- Chejnova, P. (2014). Expressing Politeness in the Institutional E-mail Communications of UNiversity Students in the Czech Republic. *Journal of Pragmatics*, 175-192.
- Cresswell. (2003). *Research Design*. London: SAGE.
- Economidou, M., & Kogetsidis. (2016). Teaching Email Politeness in the EFL/ESL Classroom. *ELT Journal Advance Access*, 1-10.
- Economidou-Kogetsidis, M. (2016). Variations in Evaluations of the Impoliteness of Emails from L2 Learners and Perceptions of the Personality of their Senders. *Journal of Pragmatics*, 1-19.
- Eshghinejad, S., & Moini, M. (2016). Politeness Strategies Used in Text Messaging: Pragmatic Competence in an Asymmetrical Power Relation of Teacher-Student. *SAGE*, 1-13.
- Fuentes, C. G., & McDonough, K. (2016). The Effect of Explicit Instruction and Task Repetition on Colombian EFL Students' Use of Politeness Strategies during Disagreements. *The Language Learning Journal*, 1-13.

Kavanagh, B. (2016). Emoticons as a Medium for Channe;ing Politeness within American and Japanese Online Blogging Communities. *Language & Communication*, 53-65.

KOMINFO, B. H. (2018, February 19). *Jumlah Pengguna Internet 2017 Meningkat, Kominfo Terus Lakukan Percepatan Pembangunan Broadband*. Dipetik July 6, 2018, dari [kominfo.go.id: https://kominfo.go.id/index.php/content/detail/12640/siaran-pers-no-53hmkominfo022018-tentang-jumlah-pengguna-internet-2017-meningkat-kominfo-terus-lakukan-percepatan-pembangunan-broadband/0/siaran_pers](https://kominfo.go.id/index.php/content/detail/12640/siaran-pers-no-53hmkominfo022018-tentang-jumlah-pengguna-internet-2017-meningkat-kominfo-terus-lakukan-percepatan-pembangunan-broadband/0/siaran_pers)

Maros, M., & Rosli, L. (2017). Politeness Strategies in Twitter Updates of Female ENGLISH Language Studies MALaysia Undergraduates. *The Southeast Asian Journal of English Language Studies* , 132-149.

NargezVaezi, G. K. (2017). Politeness Strategies in Written Communications: the issue of Iranian EFL learners. *Journal of Language and Cultural Education (JoLaCe)*, 108-126.

Prof.Dr.Sugiono. (2014). *Metode Penelitian Pendidikan*. Bandung : ALFABETA.

Salgado, E. F., & A.Castineira-Benitez, T. (2018). The Use of Politeness in Whatsapp discourse and Move Request. *Journal of Pragmatics*, 79-92.

Sifianou, M. (2013). The Impact of Globalisation on Politeness and Impoliteness. *Journal of Pragmatics*, 86-102.

UHAMKA Corporation. (2013). *Pedoman Penulisan Tesis dan Disertasi*. Jakarta:

UHAMKA Press.

Vinagre, M. (2006). Politeness Strategies in Collaborative E-mail exchanges . *Science*

Direct , 1022-1036.

Watts, R. (2003). *Politeness*. Cambridge: Cambridge University Press.

Yule, G. (2010). *The Study of Language*. United Kingdom: Cambridge University Press.

Yulia, M. F. (2016). Politeness Issues in Communication Over Text Messages.

Proceeding of the Fourth International Seminar on English Language and Teaching (hal. 66-73). Yogyakarta: Sanata Dharma University.

