STUDENTS' POLITENESS STRATEGIES
IN TEXTING (A) LECTURER

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Abstract

Being polite linguistically is one issue that is faced by the students right now. The way they text their lecturer reflects their politeness. This research aimed at finding out the students' politeness in texting their lecturer which in this research was their final project advisor. The research was conducted in qualitative and the data were taken from the students' texts received by the lecturer. In this research, the text was collected from WhatsApp application. There were 37 messages collected and analyzed. Most of them were texts from the students to their advisor. The data were analyzed by using theory from Brown and Levinson (1987) as the guidance. The result showed that most of the students started their text with the greeting but mostly in informal way. Then, some FTAs were also found in the students' texts which were possibly done by the students by coincidence. They seemed to be unaware to destroy the hearer's face (in this case the lecturer). The most used politeness strategy by students in texting the lecturer was bald on-record (18 messages) and the least used was off-record (one message). Then, a few texts showed that some students applied negative politeness strategies where they considered status, time and apology for interrupting the lecturers. Positive politeness was also found in the students' texts to the lecturer. This research is expected to inspire other researchers to conduct more comprehensive research related to the students' politeness in texting their lecturers. This research did not only offer an analysis of students' politeness to the lecturers which has been commonly done, it showed the politeness of the students to their advisor. This research focused more on investigating the students' politeness in texting their advisor through WhatsApp Text.

Keywords: Face Threatening Act (FTA), politeness, politeness strategies

INTRODUCTION

The rapid growth of technology has enabled people to communicate easily. They can communicate by using their Smartphone. Besides the existence of Short Message Service (SMS), there are a lot of chatting applications today like WhatsApp, Messenger, WeChat and Line. Those applications help people to text each other effectively. The use of these communication applications in education world cannot be avoided. The communication via these applications is not only done among lecturers themselves, but also between lecturers and students. Instead of meeting the lecturers in person to discuss or ask something, the students can text the lecturers first. The students can also make an appointment with the lecturers or the lecturers can inform the students everything related to academic matters through those applications.

The use of these texting applications in academic setting raises concern related to politeness. Based on the observation on the field, a lot of lecturers shared that the students had issues related to politeness in texting the

lecturers. It can be the content of messages, the styles in texting and even the time in texting. Then, the students sometimes do not mention their names and directly state their intention to send the message. Most of the lecturers admitted that the students did not realize their position in selecting the words or terms. This condition seems annoying for the lecturers personally and they admitted that they sometimes just ignored the text and did not reply it. Some of them informed that they texted back and lectured the students about attitude.

Politeness is one of the important aspects in order to make communication run successfully. As stated by Leech (1983), polite-ness is the fundamental of social rule in interaction. It means that politeness has role in people's social life and interaction. Yule (1996) defines politeness as a way to show recognition of another person's face. Understanding and recognizing people's face for people who are socially distant are portrayed as being respect and polite. Understanding and recognizing people's face equally for people who are socially close are seen to be friendly, loyal, and solid. Holmes (2013: 285) adds that "being linguistically polite involves speaking to people appropriately in the light of their relationship to you." Those experts' theory clearly claims that the way people treat each other depends on their relationship. Treating other in the right way will help you understand and recognize their face correctly.

When people interact, there will be face wants that appear. Face wants is people's expectation of their public self-image (Yule, 1996). Face wants consists of face threatening act (FTA) and face-saving act (FSA). As described by Yule (1996: 61) "if a speaker says something that represents a threat to another individual's expectations regarding self-image, it is described as a face threatening act". It means that Face-threatening acts are the action which threatens the face of the hearer in communication process. He adds that "alternatively, given the possibility that some action might be interpreted as a threat to another's face, the speaker can say something to lessen the possible threat" as definition of face-saving act (Yule, 1996, 61). This means that the speaker can actually find ways to save the hearer's face by selecting the words that are polite. Then, Wardhaugh (2006: 260) also informs that "when we interact with others, we must be aware of both kinds of face and therefore have a choice of two kinds of politeness."

Brown and Levinson (1987) state that face is the desire to be supported and respected in particular situation. It means that when people interact each other, they actually can recognize the hearer's desire related to the face whether they want to be approved or unimpeded. The approval and respect will be determined in the way the speaker say their statement. Brown and Levinson (1987) and Yule (1996) also argue that there are two faces; positive face and negative face.

Positive face is the desire to be accepted, liked, treated, and recognized that her or his desires are known and negative face is the desire to be independent and not interrupted or disturbed.

As classified by Brown and Levinson (1987:68-69), there are some politeness strategies. First, on record occurs when the speaker wants to say something if it is obvious for the hearer what his purposes in stating it. Then, off record is the situation where the speaker addresses his intention indirectly. Actually, when speaker does an action baldly (without redress), he does it in the most direct, clear, unambiguous and concise way. FTA is usually done in this way if (a) speaker and hearer believe that the relation of face needs may be stopped in the interest of urgency or efficiency (b) the danger to hearer's face is very small, as in offers, requests, suggestions that are obviously in hearer's concern and do not need big loss of speaker and (c) speaker has more power than hearer or can let destroy hearer's face without endangering his own face. Then, redressive action is an action that "gives face" to the hearer.

Positive politeness is done to the positive image of hearer. This strategy chooses the face of the addressee by showing that "s wants H's wants". Speaker can treat the hearer as a member of an in-group, a friend, a person whose desires and characteristics are respected. Holmes (2013: 285) says that "positive politeness is solidarity oriented". The example is when a boss suggests her employee to call her by her first name. However, negative politeness is aimed at reassuring hearer's negative face. Brown and Levinson (1987) and Holmes (2013) mention that negative politeness focuses on the hearer's face and tends to show respect, concern of other's time, and show apology for interruption. Holmes (2013: 225) highlights that negative politeness pays attention to social and status differences. Using title and last name to your senior and to older people you are not close with are the examples of negative politeness (Holmes, 2013: 285). The figure 1 below shows Brown & Levinson's politeness strategies (1987):
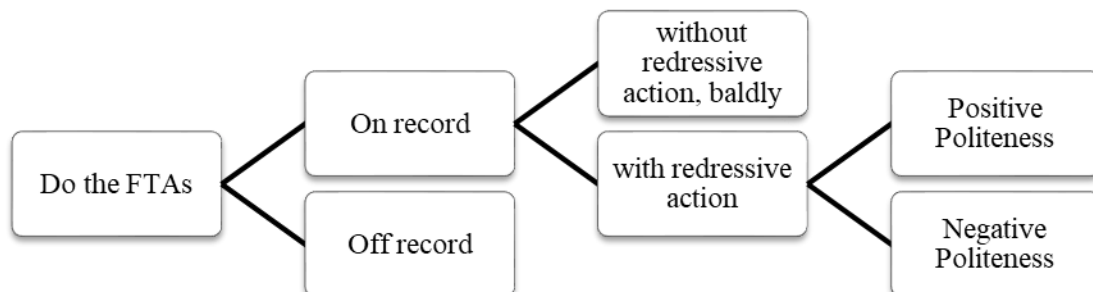

Figure 1. Strategies in performing FTA (Face Threatening Act)

Table I. Brown and Levinson's sub-strategies of politeness strategies

No	Sub-strategies of politeness strategies			
	Positive	**Negative**	**Bald on-record**	**Off record**
1	Notice, attend to hearer (his interest, wants, needs, good)	Indirectly	Urgency/desperation	Give hints
2	Exaggerate (interest, approval, and sympathy with the hearer)	Question, hedge	Channel noise	Give association clues
3	Intensify interest to hearers	Be pessimistic	Task – oriented	Presuppose
4	Use in group identity markers	Minimize imposition	Where speaker wants to satisfy hearer's face is small	Understate
5	Seek agreement	Give deference	Speaker wants to be rude	Overstate
6	Avoid disagreement	Apologize	Sympathetic advice/warning	Using tautologies
7	Presuppose/raise/assert common ground	Impersonalize speaker and hearer	Granting permission form something that hearer has requested	Using contradiction
8	Joke	Stating the FTA as a general rules	Welcoming	Be ironic
9	Assert/presupposes knowledge and concern for hearer's wants	Nominalize	Farewell	Using metaphor
10	Offer, promise	Go on record as incurring a debt	Offers	Using rhetorical question
11	Be optimistic	-	-	Be ambiguous
12	Include both speaker and hearer in the activity	-	-	Be vague

13	Give (or ask) reason	-	-	Over-generalize
14	Assume or assert reciprocity	-	-	Displace hearers
15	Give gifts to hearer (goods, sympathy, or understanding)	-	-	Be incomplete, use ellipsis

Therefore Brown and Levinson (1987) also propose the sub strategies of the politeness in the table 1. Brown and Levinson (1987: 74) claim that there are three factors influence speakers in choosing FTA; social distance, relative power and absolute ranking. Additionally, Holmes (2013: 9-11) informs that there are four factors influence politeness; a social distance, a status scale, a formality scale and two functional scales (the referential and affective function scales). Eshghinejad and Moini (2016: 3) argue that people need to think about culture norms to behave politely because the places might have different cultures. A culture might be acceptable in one place, but not in another place. Furthermore, Wardhaugh (2006: 260) believe that people need to consider some following points when they speak: the thing to say, the way you say it, types of specific sentences, words, and sounds that combine thing you say and way you say it.

The reality in the academic setting is actually far beyond what people expect as they send their children to school. The students learn how to communicate well but they do not apply it in real life. Cohen (2004:3), as cited in Elmianvari & Kheirabadi (2013: 376), argues that the students learn grammatical and lexical items but they cannot deliver the message in appropriate ways because they lack of pragmatic and functional knowledge to inform their intention in sending text. It can be seen from the students' texts to their lecturers, especially their academic advisors or thesis advisors. Language learning process itself aims at mastering the communicative competence and skill like sociolinguistic competence. When the students have this competence, they will be able to use and give response to language accordingly and understand the setting, the topic and the relationships among the people involved in communication (NCLRC Home, 2007 in Yulia, 2016).

Research about students' politeness have been conducted before. Manipuspika and Sudarwati (2017) investigated politeness strategies in text messaging between the students and lecturers in English Study Program in Brawijaya University. The study found that various politeness strategies were used by the

students in texting the lecturers. This research and the current research analyzed politeness strategies by using Brown and Levinson's politeness theory. Both of these qualitative studies focused on analyzing the language used by the students in texting the lecturers. The differences between those studies were the previous research focused on analyzing the texts that were sent by the students to request for information to the lecturers and the recent research just focused on analyzing the texts sent by the students to their advisor. It means that the current research studied how politeness strategies used by the students in consulting their final writing task or in scheduling their consultation. Another research related to politeness was done by Mahmud (2019). This research investigated the use of politeness strategies in the classroom context by English students. Both of the studies were conducted in descriptive qualitative design and used Brown and Levinson's theory in analyzing the data. Different from Mahmud's research where the data were taken from individual student presentation, the current research used students' WhatsApp text to their advisor as the data sources.

This study investigated politeness strategies used by the students when texting the lecturer. This qualitative study focused more on analyzing text sent by the students who were in the process of writing their project. So, their politeness strategies in texting their advisor would be analyzed. The data were taken purposively from a lecturer in English Department. This research is expected to be description of the students' politeness to their lecturer and references for the students on how to contact the lecturers appropriately and how they should behave towards their lecturers.

METHODS

This qualitative descriptive research was conducted in a private university in Jakarta. As stated by Wallace (2001), qualitative is a research which explains the data and the research can be subjective instead of objective because it does not have to be related to numbering and counting.

The participant was the lecturer who was also the advisor of the students in writing the final projects. The participant was selected purposively. As informed by Maxwell (1996: 70) and Alwasilah (2011:103), the participants selected in the research are the ones who can provide the information researcher needs that cannot be taken from other people. The data were collected by using document analysis. Document analysis is a technique to gather data by searching and analyzing the information that are related to the study (Connole, Smith and Wiseman, 1993; Emilia, 2011). In this research, the data were text or message sent by the students to their lecturer. The students were said as the speakers and the lecturer was said as the hearer.

The data were analyzed by following Maxwell's theory (1996: 78-79). There are three steps in analyzing the data; writing memo during analyzing the data, categorizing and coding the data, and contextualizing the data. The students' WhatsApp texts were typed and categorized based on the theory from Brown and Levinson (1987). Then, the researcher coded the data and contextualized it based on their category.

RESULTS AND DISCUSSION

After analyzing the findings, it was found that there were 36 data about students' texts to their lecturer. Most of texts were about students' questions related to their final project where they asked for information or negotiate time to discuss their projects with the lecturer. The result of this research shows that the students applied almost all the politeness strategies proposed by Brown & Levinson (1987) in contacting the lecturer. The data were categorized by following politeness theory from Brown and Levinson (1987). The data show that some students were not aware of damaging the lecturer's face by sending text that contained Face-threatening Acts (FTA). FTA happened because the speakers were not aware of their position and hearer's position or status. The speakers did not realize that they actually damaged the hearer's face by directly stating their desire and needs. The speakers or the students could actually save the hearer's face by applying the right politeness strategy.

Most FTAs occurred when the students texted the lecturer by applying bald on-record strategy.

The data found were 36 texts which can be classified into eight data of positive politeness strategy, ten data of negative politeness strategy, eighteen data of bald on-record and one for off-record. Bald on-record was the most dominant strategy used by the students and it implied that FTA occurred. Off-record was the least strategy used by the students. The speakers unconsciously damaged the hearer's face. The discussion can be seen in the following explanation.

Positive politeness strategy

Most of the students stated greetings when they texted the lecturer. The greetings varied; formal and informal. Some still applied Islamic greeting, *Assalamualaikum Warahmatullahi wabarakatuh*, which is considered to be polite in Indonesia and some just said "Malem Miss" which is regarded as being impolite and informal to be said to someone with higher status than the speaker. The data below show the students' texts to their lecturer that contained positive politeness strategy.

Excerpt 1 (Student A)
Malam miss, Saya mau tanya, boleh gak miss saya neliti youtuber Indonesia Mr. xxxxx, video ketika dia main games gitu miss. Saya akan meneliti swear words dan jadi sudah nemu

judul miss "an analysis of swear words in Mr. xxxxx's YouTube videos". Good evening, Miss. I want to ask something, can I conduct research about Indonesian YouTuber named Mr. xxxxx, it is a video when he played games, Miss. I'll conduct research about swear words and I've already got a title for my research, Miss, "An analysis of swear words in Mr. xxxxx's YouTube video's".

The student's text above shows that she said informal greeting to her advisor. She said "*Malem*" which is usually said to someone who is close and has the same power with the speaker. In this context, the speaker actually already damaged the hearer's face. Based on the speaker's question, "*boleh gak miss saya neliti youtuber Indonesia Mr. xxxxx, video ketika dia main games gitu miss*," it can be said that she applied positive politeness (Brown & Levinson, 1987). The speaker sought agreement by stating the question. However, the speaker also threatened the hearer's positive face by saying "*Saya akan meneliti swear words dan jadi sudah nemu judul miss "an analysis of swear words in Mr. xxxxx's YouTube videos".*" The statement shows that the speaker decided by herself what she was going to research. However, based on the text, it can be said that she was still in the process of determining the topic for her research and she needed the lecturer's agreement whether the topic was

right or not. FTA occurred here (Yule, 1996: 61).

Excerpt 2 (Student B)
11.33 p.m.
Assalamualaikum. Miss, maaf chat jam segini. Kalau bimbingannya rabu bisa ga miss? Terimakasih sebelum-nya.
Assalamualaikum. Miss, sorry for texting you at this time. Can I have consultation in Wednesday, Miss? Thank you in advance.

The data above show that the speaker used positive politeness strategy. She was actually doing FTA because texting the lecturer at 11.33 p.m. But she apologized for doing it. The speaker sought an agreement by saying "*Kalau bimbingannya rabu bisa ga miss*". The statement implies the speaker's offer to seek agreement (Brown & Levinson, 1987). The speaker actually threatened the hearer's positive face although she used positive politeness to minimize the threat itself.

Excerpt 3 (Student C)
7.09 PM
Selamat malam miss, saya John dari 3sa02… kira2 bsk miss bisa bimbingan ga?
Good evening, Miss. I am John from 3sa02… Can I perhaps have consultation tomorrow, Miss?

The excerpt above shows that the speaker applies positive strategy where he tried to seek agreement with the lecturer. He minimized the damage of hearer's face by saying "kira-kira". Actually, it could be negative politeness, but the speaker stated the time for consultation which can be threat for the hearer's positive face. He said, "*kira2 bsk miss bisa bimbingan ga?*". It can destroy hearer's face because in this case, the hearer has higher power than the speaker. As stated by Brown and Levinson (1987: 74), social distance, relative power and absolute ranking are the factors influencing FTA.

Excerpt 4 (Student D)
11.14AM

Assalamualaikum Miss, mohon maaf hari ini tidak bisa ikut bimbingan karena aku ada acara keluarga. Kalau tugasnya dikirim ke Miss bisa tidak?

Assalamualaikum. Miss, I am really sorry for being absent in consultation session today because I have family gathering. Will it be okay if I send the paper to you, Miss?

This excerpt is another example how positive politeness strategy was applied by the student. The student could not come to the consultation session. She gave the reason by saying "*Miss, mohon maaf hari ini tidak bisa ikut bimbingan karena aku ada acara keluarga*". Then, she also sought agreement by asking "*Kalau tugasnya dikirim ke Miss bisa tidak?*" She tried to minimize the threat to the hearer's positive face by applying the strategies of Brown & Levinson (1987) which are seeking agreement and giving a reason.

From the data above, it can be seen that the speakers greeted the hearer both in formal and informal ways. Most speakers used to seek agreement in their texts. In some texts, the speakers unconsciously threatened the hearer's face by doing FTA. It occurred because some students were not aware that the hearer's had higher power.

Negative politeness strategy

The following data contain negative politeness strategy that was applied by the speakers in their texts to the hearer. The sub-strategies used were question, being pessimistic, apologize, and give deference.

Excerpt 5 (Student E)
11.19 AM

Assalamualaikum miss hari ini kira2 bimbingannya jam berapa? Kalau habis jumatan bisa ga miss?

Assalamualaikum. Miss, what time is the consultation for today? Can it be done after Friday Prayer (Jummah Prayer)?

The data above indicate that the speaker used negative politeness strategy. He greeted the lecturer and stated "*Assalamualaikum miss hari ini kira2 bimbingannya jam berapa?*". He asked question and said "*kira-*

kira" to soften the damage he caused to hearer's face. His action is in line with Brown & Levinson (1987) that categorizes question as sub strategy of negative politeness. The speaker unconsciously damaged the hearer's face by stating "*Kalau habis jumatan bisa ga miss?* ". It can be said that he indirectly informed his request.

Excerpt 6 (Student F)
4.02 PM

Selamat sore bu, mohon maaf mengganggu waktunya. Bu saya Katy dari 3sa01, saya belum daftar sidang karena saya takut waktunya ber-tepatan dengan jadwal bepergian saya bu dari 3 September, pulang tgl 15. Kalo boleh bertanya, apa ada jadwal batas sidang bu? Saya sebenarnya tinggal mengumpulkan saja berkas acc bu, tapi saya takut jadwalnya bentrok dengan tanggal saya pergi. kalau menurut ibu gimana ya? Apa saya kumpulkan saja berkas ACC nya? Mohon maaf sekali lagi mengganggu waktunya ibu dan terima kasih.

Good afternoon, Miss. I apologize for disturbing you, Miss. I am Katy from 3sa01, I haven't registered yet for final examination because I am afraid the schedule is colliding with my departure from September 3rd to September 15th. May I ask question, is there a deadline for examination registration, Miss? I actually only need to register the files, but I am afraid that the schedules are colliding. What do you think, Miss? Should I just register? I am apologizing for interrupting your time, Miss. Thank you.

The data above show that the speaker used negative politeness strategy in texting the lecturer. There were some sub strategies of negative politeness that were used in this text; question, be pessimistic, give deference, and apologizing (Brown & Levinson, 1987). Question is used when she wanted to find out the deadline of examination schedule and what action she should take. Furthermore, she also informed the lecturer how worried and afraid she was if the examination and her schedule were colliding. Her statement implied that the pessimistic strategy was used. Deference was applied as the speaker stated her apology for interrupting the lecturer in the opening and closing of the text. She also asked for the lecturer's solution which implied that she believed and respected the lecturer. She saved the lecturer's face by saying "thank you" in the end of conversation. This speaker's text reflects the theory of Holmes (2013:285) that is "politeness involves contributing to social harmony and avoiding social conflict." The speaker kept being polite and knew her status. She avoided conflict by involving the lecturer in determining the solution of her problem.

Excerpt 7 (Student G)

10.12AM

Assalamualaikum miss, saya Susi dari 3SA02. Miss mohon maaf sebelumnya handphone saya mati dari kemarin, saya baru dapat kabar barusan kalau miss pembimbing PI saya dan tadi sudah memulai bimbingan. Mohon maaf atas kelalaian saya sebagai mahasiswa ya miss. Mohon bimbingannya.

Assalamualaikum, Miss. I am Susi from 3sa02. Miss, I am sorry. My handphone has been out of battery since yesterday, I just found out that you are my advisor, Miss, and the consultation has already started. I apologize for my carelessness as a student, Miss. Please guide me, Miss.

The data show that the speaker had trouble in the first day of consultation with her advisor because she did not come. She tried to minimize the threat she caused to the hearer's face by greeting the hearer, informing her situation, apologizing and giving deference. This situation shows that the speaker used negative politeness strategy (Brown & Levinson, 1987). Her statement in stating her apology and admitted her carelessness was reflection of her understanding that the hearer had higher power and status. She highlighted it by saying, "*Mohon bimbingannya.*" and it clearly saved the hearer's face. This is in line with Holmes (2013: 285) that argues people should know values around here to make her communicate politely. The excerpt above indicates that the speaker understands well how to text her lecturer politely.

Excerpt 8 (Student H)

Assalamualaikum Ms, Saya Doni dari 3SA03, Saya ingin mengirim background of the research dan jurnal, boleh minta email nya Miss, maaf sebelumnya Miss.

Assalamualaikum. Miss, I am Doni from 3sa03, I want to send my background of the research and journal. May I ask for your email address, Miss. I am sorry, Miss.

The data above show the students applied negative politeness in texting the lecturer. He greeted the lecturer, mentioned his name and class, and stated his intention. He indirectly asked for the lecturer's email and said "*boleh minta email nya Miss, maaf sebelumnya Miss.*" This indicates that he respected the hearer and did not directly ask for hearer's email. He also apologized for texting the lecturer.

Bald on-record

This strategy was the most used by the students in texting the lecturer. Once this strategy is performed, the damage to hearer's face cannot be avoided. The action can be considered rude and irritating. In this research, 18 data containing this strategy were found.

Excerpt 9 (Student I)

9.49 AM

Miss, miss hari ini di e kan? Saya mau konsul dong miss. saya ganti dan sudah fix in judul miss.

Miss, miss, today is in E, right? I want to consult with you, Miss. I replace the title of paper and It is fixed.

The data above reveal that the student did FTA and threatened the hearer's face. She did not greet the lecturer and directly said "*Miss, Miss hari ini di e kan*". She did not attempt to minimize the FTA. She mentioned her intention directly and did not consider the hearer's status. She damaged the hearer's power by saying "*saya ganti dan sudah fix in judul miss.*"

Excerpt 10 (Student J)

11.14 AM

Miss tungguin miss, saya lagi di jalan.

Miss, wait! I am on my way to campus.

The data unveil another style of the student in texting the lecturer. The student clearly applied bald on-record in this text and damaged the hearer's face. This text sounds irritating and impolite. The consultation itself is for the process of finishing students' paper which contributes to their graduation from college. It means that the students need the

lecturer's guidance in finishing that paper. Being late is already impolite and inappropriate and stating "*Miss tungguin miss, saya lagi di jalan* "can be considered rude. As stated by Holmes (2013: 285), inappropriate linguistics choices may be considered rude".

Excerpt 11 (Student K)

Miss, saya ga jadi bimbingan ya miss besok aja miss oke

Miss, I am not consulting today, so it will be tomorrow, Miss. Okay.

The data show that the speaker cancelled her consultation with her advisor (hearer). The way she delivered her statement was impolite and rude. She said "*Miss, saya ga jadi bimbingan ya miss besok aja miss oke.*" She decided by herself to cancel the meeting with the lecturer and find another time. Her text and choice of words can be said rude (Holmes, 2013: 285) because it is not appropriate to say this statement to someone with higher status and power.

Excerpt 12 (Student L)

Assalamualaikum miss, aku mau bimbingan. Miss ada di kampus D ya?

Assalamualaikum, Miss. I want to see you. Miss, are you at campus D?

The student's text above shows that the student used direct way in texting the

lecturer. The student did not try to soften the language and the text sounds like a command. The lecturer who read this text might find the text was irritating and impolite. The statement "*aku mau bimbingan* " was considered direct and "*Miss ada di kampus D ya?*" was impolite. The student's statement, "*aku mau bimbingan*", was direct and the student did not apologize for interrupting the lecturer's time. In Indonesia culture, this behavior is considered to be rude. The speaker did not ask the lecturer's location and it can be annoying for some lecturers because the students seemed unaware of her behavior. The bald-on-record was used because the speaker did not attempt to satisfy the hearer's face. It can be said that the speaker preferred doing FTA to satisfying hearer's face (Brown & Levinson, 1987:95). The face is not minimized and face is ignored.

Excerpt 13 (Student M)

Miss, hari ini belum selesai ternyata hahah jumat aja yah aku bimbingan. OH iya miss mau tanya, terakhir ACC itu kapan ya miss? Denger2 tgl 14.

Miss, I haven't finished it yet hahahha, I'll meet you on Friday, Miss. Oh right, I have a question, when is the deadline for ACC? Is it at 14?

The data show that the speaker damaged the speaker's face. It can be said

that she unconsciously gave order to the lecturer. Her statement, "*Miss, hari ini belum selesai ternyata hahah jumat aja yah aku bimbingan.*" is threatening the lecturer's face.

Off-record

This strategy was found in one text. The sub-strategy used was giving hints.

Excerpt 14 (Student N)

Selamat malam miss, saya sudah mengirim PI saya yang sudah saya revisi. Terima kasih.

Good evening, Miss. I have sent paper that I have revised. Thank you, Miss.

The data above show that the student used off-record in texting the lecturer. He gave hints that he already revised the paper and he expected that the lecturer will check the paper again and give feedback to him. Giving hints is one of the sub strategies for off-record. The student also stated greeting, said thank you and addressed honorific terms, Miss, to the lecturer. Out of all strategies by Brown & Levinson (1987), only one student used off-record.

CONCLUSION

This study investigated the students' politeness strategies in texting the lecturer. The study was conducted in a private university in Jakarta. The data were taken from students' text in WhatsApp application.

The data were analyzed by using politeness strategies theory proposed by Brown & Levinson (1987). This current research has found 37 data from 37 students' texts to the lecturer. Out of all the politeness strategies used by the students in texting the lecturer, bald on-record was the most used strategy. It was found that 18 messages contained bald on-record, 10 messages applied negative strategy, 8 messages used positive strategy and only one message used off-record. Most of the students stated greeting like *Assalamualaikum, Malam, Malem, Pagi, Siang, Selamat siang, sore and selamat sore*. A few of the students did not greet the lecturer and directly talked about their intention. FTA often occurred and the students threatened the lecturer's face. The students' choice of words could affect the lecturer's feeling and sounded informal. The students seemed unaware of social distance, roles and status, and power relations when they interacted with the lecturer. Some of the students treated the lecturer like they were equal and it sounded rude and impolite. For the future research, it is highly suggested that the next researcher can elaborate this topic and discuss it in the larger context and wider area. Further research may discuss this topic from different perspectives. This research is expected to give information to the society about the students' politeness where in this case, it was found some students had issue with politeness strategy. The society is expected to work together to build the generation that still has politeness and understands how to apply the politeness strategy. This research was conducted in English department and it is expected that in the next research, it can be done in wider context like in the university where it can investigate more participants.

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