

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF POLITENESS STRATEGY
ON WHATSAPP APPLICATION
USED BY THE ENGLISH DEPARTMENT STUDENTS AT IAIN METRO**



By:

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**FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

1446 H/ 2025

**AN ANALYSIS OF POLITENESS STRATEGY ON WHATSAPP
APPLICATION USED BY THE ENGLISH DEPARTMENT STUDENTS AT
IAIN METRO**

Presented as a partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqsyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.



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RATIFICATION PAGE

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**AN ANALYSIS OF POLITENESS STRATEGY ON WHATSAPP
APPLICATION USED BY THE ENGLISH DEPARTMENT STUDENTS AT
IAIN METRO**

ABSTRACT

**By:
HESTY MAYSAROH**

This research focuses on analyzing the politeness strategies employed by English Department students at IAIN Metro when communicating with their lecturers via WhatsApp during the academic year 2024/2025. The study aims to identify the difficulties students face when composing messages and to explore which politeness principles are violated. The main problem addressed is the extent to which students maintain politeness in their communication, and the purpose of this study is to understand and evaluate these communication challenges, providing insights into the politeness strategies used.

The research employs a qualitative method with data gathered through the observation of student-lecturer WhatsApp conversations. The data is analyzed using Grice's theory of conversational maxims, which includes four key principles: *Quality, Quantity, Relevance, and Manner*. Each message is examined to determine which maxim is violated and to what extent. The study investigates how often these violations occur and what specific difficulties students encounter in maintaining proper communication etiquette.

The findings reveal that students are not measure all four conversational maxims to varying degrees, with the most frequent violation occurring in the maxim of manner (47%). This indicates that many students struggle with clarity and organization when sending messages to their lecturers. The study concludes that a significant number of students need to improve their communication skills, particularly in structuring messages to ensure clear and respectful communication with academic staff..

Keywords: Politeness, Grice's Maxims, WhatsApp, Students, Lecturers

ANALISIS STRATEGI POLITENESS PADA APLIKASI WHATSAPP YANG DIGUNAKAN MAHASISWA JURUSAN BAHASA INGGRIS DI IAIN METRO

ABSTRAK

**Oleh:
HESTY MAYSAROH**

Penelitian ini berfokus pada analisis strategi kesantunan yang digunakan oleh mahasiswa Jurusan Bahasa Inggris di IAIN Metro saat berkomunikasi dengan dosen melalui WhatsApp selama tahun akademik 2024/2025. Penelitian ini bertujuan untuk mengidentifikasi kesulitan yang dihadapi mahasiswa saat menyusun pesan dan untuk mengeksplorasi prinsip kesantunan mana yang dilanggar. Masalah utama yang dibahas adalah sejauh mana mahasiswa menjaga kesantunan dalam komunikasi mereka, dan tujuan dari penelitian ini adalah untuk memahami dan mengevaluasi tantangan komunikasi ini, memberikan wawasan tentang strategi kesantunan yang digunakan.

Penelitian ini menggunakan metode kualitatif dengan data yang dikumpulkan melalui observasi percakapan WhatsApp mahasiswa-dosen. Data dianalisis menggunakan teori maksim percakapan Grice, yang mencakup empat prinsip utama: *Kualitas, Kuantitas, Relevansi, dan Cara*. Setiap pesan diperiksa untuk menentukan maksim mana yang dilanggar dan sejauh mana. Studi ini menyelidiki seberapa sering pelanggaran ini terjadi dan kesulitan khusus apa yang dihadapi mahasiswa dalam menjaga etika komunikasi yang tepat.

Hasil penelitian menunjukkan bahwa mahasiswa yang tidak mengukur keempat maksim percakapan dalam berbagai tingkatan, dengan pelanggaran paling sering terjadi pada maksim cara (47%). Hal ini menunjukkan bahwa banyak mahasiswa kesulitan dengan kejelasan dan keteraturan saat mengirim pesan kepada dosen mereka. Studi ini menyimpulkan bahwa sejumlah besar mahasiswa perlu meningkatkan keterampilan komunikasi mereka, khususnya dalam menyusun pesan untuk memastikan komunikasi yang jelas dan penuh rasa hormat dengan staf akademik.

Kata Kunci : *Kesantunan, Maksim Grice, WhatsApp, Mahasiswa, Dosen*

STATEMENT OF RESEARCH ORIGINALITY

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States this undergraduate thesis is originally the result of research of writer in exception of certain parts which are excerpted from the bibliography mentioned.

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The Researcher,



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Metro, 8 November 2024
Yang Menyatakan,



Hesty Maysaroh
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MOTTO

وَقُولُوا لِلنَّاسِ حُسْنًا

"And speak kind words to people"

Qs. Al-Baqarah: 83

"There will be a time when what you cry about is nothing compared to what you get afterward"

(Hesty Maysaroh)

DEDICATION PAGE

This undergraduate thesis specially dedicated to:

1. Allah Almighty, who has allowed and trusted me to complete my thesis.
2. Myself, who is very strong and brave to pass the world game.
3. My beloved Parents, Mr. Muhammad Yusuf and Mrs. Siti Khotimah (passed away in 2013), who has been fully responsible and motivate me.
4. My Little Brother Farid Aditya, who has helped me in the study process.
5. Mr. Juana All Mahendra, S,Ag., my best friend, who always advises goodness every day.
6. Mr. Dr. Ahmad Subhan Roza, M, Pd. who directed the thesis title and facilitated the book to support my study.
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10. And, IAIN Metro and my Almamater State Institute Islamic of Metro.

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The researcher is grateful to the many individuals who provided invaluable assistance and guidance while completing the thesis entitled, "**An Analysis of Politeness Strategy on WhatsApp Application Used by The English Department Students at IAIN Metro**".

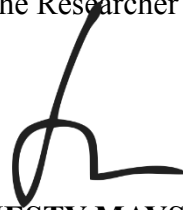
The completion of this thesis would not have been possible without the assistance of all those who provided support and guidance along the way. In view of the above, the researcher wishes to convey profound appreciation to:

1. Rector of IAIN Metro Lampung, Prof. Dr. Hj. Siti Nurjanah, M.Ag.
2. The Dean of Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung, Dr. Zuhairi, M.Pd.
3. Head of English Education Department of IAIN Metro Lampung, Dr. Much Deiniatur, M.Pd.B.I.
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5. Lecturers of the English Education Study Program at IAIN Metro Lampung who have provided their insights and recounted their experiences to the researcher.
6. The Rector and Staff of IAIN Metro, who have permitted the researcher to the research.

The researcher hopes that this undergraduate thesis will benefit all readers and our institute in particular.

Metro, July 25, 2024

The Researcher

A handwritten signature in black ink, appearing to be 'Hesty Maysaroh', written over the printed name.

HESTY MAYSAROH

Student. ID. 2101050011

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CHAPTER I

INTRODUCTION

A. Background of Study

The communication strategy known as politeness is about being as nice as possible and being as rude as possible. Several strategies include social responsibility, cultural and societal norm compliance, and contextual appropriateness. Politeness is minimizing the negative effects of one's words on the feelings of others while maximizing the positive effects (sometimes called "negative politeness" and "positive politeness," respectively). A lot of daily interactions go badly because people do not have good manners and techniques. Following a few essential guidelines is necessary for being polite. One of the more general definitions of etiquette is appropriate behavior, and politeness phenomena is one of its expressions.¹

Whereas, Lakoff holds if primary pragmatic principle is "Be Clear," and the secondary principle is "Be Polite." To achieve politeness, it identifies *three categories under "Be Polite": avoid force something, informal politeness and make the listener feel comfortable*. This framework is valid when we interpret "Be Polite" and its sub-categories within a specific sociocultural context. The point is, we should appreciate to the politeness norms of the given society or culture, even if they different from our own cultural standards. For instance,

¹ Alan Cruse, *A Glossary of Semantics* (Edinburgh: University Press, 2006), 131.

different cultures have distinct ways of making the listener feel good, which may not be effective or appropriate in other cultural contexts.²

Moreover, Brown and Levinson state politeness is to preserve two distinct types of "face": the positive face, which is the desire to be liked or valued, the negative face, which is the desire to avoid being coerced or hindered. Maintaining both positive and negative face encourages individuals to be more mindful of their words and actions, thereby avoiding what are commonly referred to as face-threatening acts.³

However, Holmes asserts if politeness involves communicating courteously to prevent both conflict and confrontation. It entails expressing sensitivity to the feelings of others.⁴

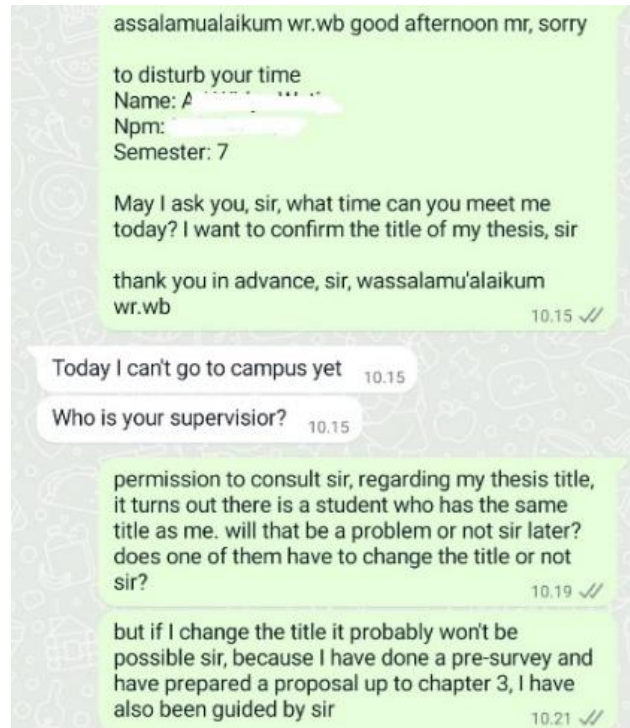
From the results of the pre-survey conducted on August 10, 2024 by means of Observation, Interviews and documentation, researcher found oddities that on average students did not measure politeness when sending messages on WhatsApp to lecturers, on average students violated the law of Quantity politeness because some of them said things out of context and this was considered impolite in Grice's theory, the following is a description of a chat that is considered impolite and against the rules of Grice's theory.

² Lakoff, M. (inside Zainurrahman and Mintesya K.2020) "Cross-cultural perspectives on linguistics politeness," *Cross-cultural communication* no 10(1) (2014): 56-60.

³ Brown, P., & Levinson, S. Positive and Negative Politeness, (Politeness: Some universals in language usage. Cambridge: Cambridge University press, 1987).

⁴ Holmes, J. (Women, men and politeness. Edinburgh: Longman, 2001).

The following is one of the problems students have when sending messages to lecturers;



Picture I. *WhatsApp chat between student and lecturer*

Judging from the data conversation above, the text the lecturer has fulfilled the politeness, namely Quantity politeness because lecturer has answered according to the context, the student asked "What time can you meet me today?" then the lecturer answered "Today I can't go to campus yet". Why is the lecturer considered to have fulfilled Quantity politeness? because the lecturer did not answer anything outside the context of the question.

Then after the lecturer answered, the lecturer asked "Who is your supervisor?" Actually, the student was only asked to mention the name of supervisor, but the lecturer's question was not answered according to the

context, meaning that the student was not considered polite, and the student was violating the politeness of Quantity, (negative politeness found).

Based the problem above, researcher found a problem If IAIN Metro students still do not apply politeness, the researcher is fascinated in researching politeness with the thesis title " AN ANALYSIS OF POLITENESS STRATEGY ON WHATSAPP APPLICATION USED BY THE ENGLISH DEPARTMENT STUDENTS AT IAIN METRO", with expected that with this research students can measure politeness when sending or responding to messages from lecturers.

B. Research Question

Informed by the background of the study, the problem is formulated as follows:

- 1) What are the obstacles students face when sending messages to lecturers?
- 2) What types of politeness do students often violate?

C. Objective and Benefit of the Study

1. Objective of the Study

Informed by research questions, the researcher determines the objectives of the research as follows:

- a. To analyze the obstacles factors for students when sending messages and responding to messages to lecturers.
- b. To find out what types of politeness are frequently violated by students.

2. Benefits of the Study

This research is anticipated to offer advantages not just to students, but also to lecturers/teachers and other researchers.

a. For the Students

Through this research, it is hoped that the students of English study program can understand the concept of Maxim Politeness and be able to apply it in communicating, especially via the WhatsApp application. So this research will make students more careful in using it in communicating, especially with lecturers.

b. For the Lecturer/Teacher

Lecturers definitely know the concept of politeness, but this research will certainly help lecturers convey more of the concept of politeness, for example conveying how politeness can be fulfilled, especially in communication, every day communication will of course occur, for example how to ask questions, how to give information or how to respond to the information between students and lecturers. As a result, in English Education, the students can be higher-quality of Student Politeness measured Maxim.

c. For the Other Researchers

By giving information about how to measure Maxim Politeness when sending messages using the WhatsApp application in a proper and organized way to be regarded as polite, it is anticipated that this research will benefit lecturers/teacher at the Campus, Institute, or School.

D. Prior Research

Muhammad Erwinsyah the one of student English Education Department At University of Muhammadiyah Medan, North Sumatera, with the tittle entitled is "Maxim Politeness in the Novel "The Land of Five Towers".⁵ The study of this research is aimed, to characterize the different forms of maxim politeness that are employed in novel and the research on maxim politeness with identified six types of maxims from Leech theory, namely: *tact maxim, generosity, approbation, modesty, agreement, and sympathy*. The frequency of occurrences for each type varies, with *agreement maxim being the most prevalent*. This suggests a nuanced use of politeness strategies in the novel, enriching the understanding of interpersonal dynamics within the story.

The second previous research was done by Jamilatud Dukha, from English Education Department at Islamic Institute of Surakarta, Central Java, with the entitled tittle is "An Analysis on Politeness Strategy in Online Learning Interaction Through WhatsApp Group".⁶ This research is aimed to identify the various politeness strategies that students frequently employ in online learning interactions, as well as the various strategies that are employed to impart these types of politeness strategies during covid 19 from Brown and Levinson's theory.

The results of this study found that *negative politeness was often carried out by IAIN Kediri students*. The findings of this study is to help teachers and

⁵ Muhammad Erwinsyah, "Maxim Politeness in the Novel "The land of Five Towers" (Medan: University of Muhammadiyah Medan, North Sumater 2017). <http://repository.umsu.ac.id/>

⁶ Jamilatud Dukha "Politeness Used by Examiner on Thesis Proposal Online Examination of English Language Education" (Surakarta: Islamic state Institute of surakarta, Central Java 2020). https://eprints.iain-surakarta.ac.id/97/1/163221163_JAMILATUDDUKHA_SKRIPSI.pdf

students understand the kinds of online classroom interactions that can be utilized as a as a point of reference for their correspondence online. It will help students better understand politeness strategies for interaction in the context of online learning, particularly when learning through social media platforms like WhatsApp groups. It will also impart knowledge about politeness theory in communication.

The third research is was done by Ni'matul Kholilah at IAIN Kediri, East Java, the research is entitled "Politeness Strategy Used by Examiner on Thesis Proposal Online Examination of English Language Education at Islamic Institute of Surakarta".⁷ This research aimed to look into the different politeness techniques that the examiner used when reviewing the thesis proposal online for English language instruction at IAIN Surakarta additionally by Brown and Levinson's theory are showed four different politeness strategies, positive politeness, negative politeness, bald on-record and off record—were used by examiners during online thesis proposal examinations. The result of this study, *most commonly employed tactic among them was negative politeness.*

The similarity of this study is that both examine politeness through communication and also use the theory of Maxim of politeness, Maxim of politeness is divided into several concepts, for example from Leech maxim has 6 principles of politeness, Brown and Levinson have 4 principles of politeness and the current study the researcher uses the concept of politeness from Grice's

⁷ Ni'matul kholillah, "An Analysis of Politeness Staregy Used by Examiner on Thesis Proposal Online Learning Iteration Through Whats App Group" (Kediri: State Islamic Institute of Kediri, East Java 2021). https://etheses.iainkediri.ac.id/3730/1/932204417_prabab.pdf

theory which has 4 principles of politeness which are studied through the WhatsApp application, both personal and group communication between students and lecturers.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Politeness

1. The Definition of Politeness

Brown and Levinson hold the study of politeness focuses on using language elements in appropriate ways to improve relationships, with a good and understanding inside of communication, In principle, there are two types of politeness, namely Positive Politeness and Negative Politeness, positive politeness when the listener can understand the speaker and then does not say rude or impolite words, so this can be considered as Positive Politeness so that there is a good relationship between the speakers. and in the listener, if politeness is negative it is the opposite.¹

Moreover Bernard states if Politeness can be classified into two categories: negative politeness and positive politeness. Defines politeness as the speaker's language expression that respects the rights of the addressee or other participant in an interaction. This definition of politeness emphasizes that it involves using language in a way that acknowledges and respects the rights, feelings, and social standing of the person being addressed (the addressee) or others involved in the conversation. In practical terms, it means choosing words and expressions that are considerate, respectful, and mindful of social norms.

¹ Bernard Spolsky, "Bridging the Gap," A General Theory of Second Language Learning: *Second and Foreign Language Learning Vol.22, No.3* (1988): 19.

Politeness can manifest in various forms, such as: (a) Using formal language: Opting for more formal expressions when addressing someone of higher status or in a professional context. (b) Softening requests: Phrasing requests in a way that minimizes pressure on the other person, like using "Could you please..." instead of "Do this." (c) Apologizing or thanking: Showing appreciation or acknowledging mistakes to maintain positive social relations. (d) Avoiding direct confrontation: Using indirect language to prevent causing discomfort or offense.²

Overall, this definition highlights the importance of social context and the relationship between speakers in effective communication. The conclusion that can be drawn is that politeness is when we can communicate well, good understanding, for example speaking according to context and responding or answering questions well, however, not everyone can apply this, therefore it can be said that there is Negative Politeness and also Positive Politeness.

In Grice's theory, which is applied in this research, there are four principles of politeness on communications, namely:

² Brown and Levinson, *Politeness: Some Universals in Language Usage* (Cambridge: Cambridge University Press, 1987), 70.

2. Politeness Principles

Grice hold four Maxims Politeness principles in communication are the ones about Quantity, Quality, Relationships, and Manner.³ The researcher will explain those maxims as follows:

a. Maxim of Quantity

According to this maxim, we have to: (a) Make the contribution as informative as is necessary for the exchange's current goal. (b) Do not make our contribution more informative than is required. According to these guidelines, the number of words used to convey a message must be as informative as necessary and neither more nor less than that (speak inside of context only).⁴ In order to prevent the content from being tedious or disappointing, for example:

A: "What is your hobby?"

B: "*Reading a book*"

What B says in these statements explains what A asks. When A inquires about B's hobby, B's response—Reading a book—is sufficient since the point is made, without tell the reason why the hobby is reading a book. So, Maxim Quantity will be successful if the essence of the question has already been answered clearly

³ Grice, H. P., *Logic and Conversation* (Berkeley: University of California), 47.

⁴ *Ibid.*

b. Maxim of Quality

This maxim contains two rules: (a) Never say anything you do not think is true, and (b) Never say anything for which you do not have enough proof. These guidelines make it very evident that the information conveyed must be accurate and supported by sufficient evidence, also when the speaker did not enjoy something like Movie or Food, the speaker can be honest but with good words and does not say rude⁵ For example:

A: "Do you love me?"

B: *"Ummm, I want to be with you forever, so, I love to be your friend."*

Good words when did not enjoy something:

"The horror movie is good enough, but I prefer to the comedy movie"

The example above is when the speaker says the truth or when he does not like something and the speaker refuses with words that are gentle and do not hurt the listener or interlocutor, that is what is meant by Maxim Quality.

c. Maxim of Relevance

The rule is being relevant in this maxim. Relevant refers to a relationship that exists between the conversation.⁶ Explanation:

A: "Tommorrow our meeting will be in the second floor"

B: *"What time the meeting will be start?"*

⁵ *Ibid.*

⁶ *Ibid.*

The speaker conveys information that makes the person speaking ask questions according to the context of what is being discussed and the information heard, "Meeting-What time?"

d. Maxim of Manner

The guidelines are as follows: (a) Avoid ambiguity (b) Avoid unclear expression (c) Avoid unnecessary words and (d) Be wise/orderly. It implies that the message must be communicated clearly. Clear text and clear message are the two types of clarity. The language's phonology and syntax work together to create clear text.⁷

The sense of the illocutionary goal conveyed is then understood when there is a clear message, for example:

A: "Where is my bottle"?

B: *"It is in my room under my bed."*

B's response is completed with clear answer in these instances and can be proven is a part of Maxim of Manner Politeess.

Conclusions, the politeness principle and the Pragmatic principle are closely related because they both study how language is used in communication and employ a set of rules or maxims to govern it. According to the politeness principle, being pragmatic in a conversation is not a prerequisite for being polite.

⁷ *Ibid.*

B. Concept of Pragmatics

1. The Definition of Pragmatics

Pragmatics is the bigger part from cooperative, Leech argues, pragmatics is the study of meaning (pragmatic) as it is conveyed by a writer or speaker and understood by a reader or listener is the focus of pragmatics, a helpful definition of pragmatics is the study of how language is used in communication and how statements have meaning in certain contexts.⁸

Nevertheless, Yule views, presenters gauge how much needs to be said based on how close or far away the listener is. The field of linguistics known as pragmatics examines how speakers use language to accomplish their objectives and how listeners understand the meaning that speakers intend to express.⁹

Therefore, Jean notes, after Austin's passing, other researchers developed this. In a conversation, the hearer—who infers a conclusion from the utterance based on the context that happened is just as important as the speaker, who is attempting to convey a message.¹⁰

Moreover, pragmatics is an alternative to syntax and semantics in that it emphasizes human cooperation and knowledge rather than just language meaning and structure. Pragmatics, which is concerned with the intended

⁸ Geoffrey Leech, *Principles of Pragmatics* (London and Newyork: Longman, 1996), 5.

⁹ George Yule, *Discourse Analysis* (Sydney: Cambridge University Press, 1996), 9.

¹⁰ Jean Aitchison, *Aitchison is Linguistics* (London: Oxford, University Press, 2003), 104.

meaning contingent on the context, is derived from semantics, which is the study of the meaning from each lexical.¹¹

Whereas, George holds, this study is understanding about implicature when talk in interaction, and other linguistics, philosophy, and sociology approaches to language behavior pragmatics all included in pragmatics. It investigates how meaning is conveyed depending on a variety of factors, including the speaker's implied intent, the status of those involved, the context of the utterance, and the linguistic proficiency of both the speaker and the listener.

Thus, in conclusion, Pragmatics is study of meaning, it means as listener will get their own meaning what speaker said. Inside of pragmatic, there is Cooperative, it same to explain about what and how is communication on going , the researcher used Grice's theory as measured of Maxim Politeness, so here the explanation of Cooperative principles about Grice and several others theory.

C. Concept of Cooperative Principles

1. The Definition of Cooperative Principles

Jean asserts, small part from pragmatic is cooperative, Grice states, cooperative principles (politeness) is social interactions like conversations always include two or more people. If someone is talking to themselves, conversation cannot happen. Grice introduced the Cooperative Principle

¹¹ *Ibid.*, 14.

(CP) to explain how listener understand what the speaker said. Additionally, once the conversation starts, it takes work on the part of the participants to keep it flowing smoothly. *Implicature (implicit)* is something that is implied without being said directly and this is different from *Explicit*.

Cooperative Principle is the name given to the guiding principles. The speaker conveys words measuring the four maxims of quantity, quality, relation, and manner, according to this observation and theory.¹²

But, Peter asserts, the CP reads as follows: "At the time of the discussion, contribute as much as is necessary in order to further the agreed-upon goal or direction of the discourse".¹³

So, Richards holds, the Cooperative Principle states that communication occurs when both the speaker and the hearer are willing to convey and understand a message, because the hearer and speaker work together, they are able to communicate effectively. Richards J watts holds that according to Grice, CP consists of a small number of *contrastive/difference* maxims that participants in conversation with each other, but are often violated.¹⁴

In conclusion Pragmatics is the study of how context influences meaning/what listener get from speaker until Cooperative is happen, cooperative it means how the listener answer based on what they get, so,

¹² *Ibid.*

¹³ Peter Grundy, *Doing Pragmatics* (London: Hodder Arnold Publication, 2000), 37.

¹⁴ Richard J.Watts, *Leech sum up Politeness Principles in Six Principles* (Cambridge: Cambridge University Press, 2003), 57.

communication is happen and Cooperative is about how effective communication happened.

D. Concept of WhatsApp Application

1. WhatsApp Application

Brian Acton and Jan Koum decided to make an app for the App Store, which is how WhatsApp was launched in February 2009. Both of them were former Yahoo! workers.

WhatsApp is a quick messaging app that uses cellular phone numbers to send and receive text messages through online, documents, images, videos, voice messages, emoticons, audio files, and user location media. It works by using the internet. English chat is frequently available in the many chat apps that smartphone users use to communicate.¹⁵

2. The Use WhatsApp Application in Academic

Speaking, listening, reading, and writing are the four language skills that are connected by the vocabulary are inside of WhatsApp Application. Students must gain a substantial vocabulary in order to master these skills. A strong vocabulary facilitates speaking, writing, reading, and comprehension of English-language materials. Additionally, learning new words and expressions can lead to noticeable progress. For the purpose of

¹⁵Christopher M., Richard E. S, and Maurice M. "WhatsApp in Clinical Practice". The Challenges of Record Keeping and Storage: *A Scoping Review*, no.2 (2021): 1.

mastering English language skills, vocabulary education is more important than grammar education.¹⁶

3. Features of the WhatsApp

WhatsApp provides a number of features and advantages.¹⁷ Such as several types below:

a) Individual and Group Communication:

Users are able to share images, make calls, and send text messages. Individual or collectively (group), audio messages, documents, and videos. Additionally, the app supports video calls in groups and location sharing.

b) Educational and Learning Media:

Schools, colleges, and courses can share information and carry out online learning by using WhatsApp for educational purposes.

c) Information and Entertainment Sharing via Story:

The forward feature and stories make it simple for users to share news, information, and entertainment content.

13. ¹⁶Scott Thonbury, *How to Teach Vocabulary* (Harlow: Person Education Limited, 2002),

¹⁷ *Ibid.*,4

4. Disadvantages of WhatsApp Application

Below are three disadvantages WhatsApps Application.¹⁸ Such as:

a) Reliance on Smartphones:

WhatsApp can only be used on smartphones, most of students certainly having it and it always makes students lazy to look for information directly and only relies on WhatsApp messages without face to face which is sometimes considered rude.

b) Internet Connection Needed:

To send and receive free messages, the users must have internet connectivity, because not all people can always to buy bundles.

c) Less of politeness:

Since the WhatsApp app can send messages at any time, many students frequently fail to pay attention or distinguish between who they are speaking to and when.

Thus, the reason researchers use the WhatsApp application is because almost people use the application and WhatsApp is also very helpful for students or lecturers as a tool for information or long-distance communication, however, students often do not or even do not fulfill the concept of politeness in good and correct communication.

¹⁸ *Ibid.*

CHAPTER III

RESEARCH METHOD

A. The Types of Research

This research design uses qualitative methods because it provides an overview of a phenomenon, human experiences, human behavior/habits and human perspectives (subjective) that is why qualitative research pays more attention to quality. This type of research is not limited to various human viewpoints without any limitations, and can even be influenced by experience, That is why everyone definitely has a different point of view regarding something.

John holds, Qualitative research in academics studies human behavior in the social. The qualitative category in this study is based on the fact that what is analyzed are Documentation and Interview.¹ Moreover, the goal of qualitative research is to understand, characterize, and explain the phenomenon. Narration can be used to explore and describe phenomena in order to gain understanding. It indicates that the study process produced descriptive written or spoken data from the participants and observed behavior. It is also included in the category of descriptive studies, which aim to gather up-to-date data, identify problems, compare or evaluate them, and draw conclusions from the experiences of others.

¹ John W. Creswell, *Qualitative Researchf & Desain Riset* (Yogyakarta: Pustaka Belajar, 2014), 19.

Also, this study is characterized by a focus on qualitative descriptive research. A survey that was carried out by researchers can be used to characterize how courteously students write or send a message to their lecturers. Getting a clear picture of certain topics is the goal of using surveys in descriptive research. Characterizing the broad features that underlie the data is the goal of descriptive qualitative analysis descriptive....

B. The Characteristics of Research

This research focused on IAIN Metro students in the English Education Department program when Students sending Online messages via WhatsApp application to the Lectuter, in addition, this study analyzes students' politeness in sending WhatsApp messages to lecturers, based on Grice's maxim theory which includes the maxims of Quantity, Quality, Relevance, and Manner.

For example, violations occur when students send messages that are too short, such as, "Sir, my assignment has not...." which makes the message unclear and *violate the maxim of Quantity*. In addition, messages such as "I have submitted the assignment, Sir,"(even though it has not), it *violate the maxim of Quality* because they do not correspond to reality.

The researcher also focuses on what factors make students not categorized as polite when speaking to lecturers. This study highlights the need for education on communication ethics with lecturers so that students better understand politeness in digital communication.

B. Data Sources

The sources in this research were divided into two categories by researchers.

Primary and Secondary are two types:

1. Primary Sources

Primary data in this study refers to first-hand information gathered specifically for the study's subjectives. This is firsthand testimony or proof related to the subject under discussion. Presents data in its original format without editing, condensing, or rewriting it by other authors. Any specific interactions that take place when students use the WhatsApp app to send messages to lecturers are included in this instance as the main or primary source.

2. Secondary Sources

On the other hand, secondary data comes from pre-existing sources and includes information that was not specifically gathered for the study. Information from literature reviews, journals, papers, books, and other relevant sources can be used as examples of secondary data in this study.

Thus, the Primary data is the original data and never been re-write by other researchers, like screenshot of conversation on WhatsApp messages, or interpersonal communication. While secondary data is information from prior research studies, literature reviews, journals, documents, books, and other pertinent existing data that related to this research.

C. Data collecting Technique

Grame and Nargiza hold, to gathering data it include Observation and Interview through social interaction and resource person experience.² Donald states, qualitative researchers use a variety of data collection methods, such as Observation, Interview and Documentation. Linda assert, qualitative research is follows an Inductive process (conclusion). It means the data collection was got from the process of data analysis to interpretation.³ In this study, the researcher employed three methods to gather data: Observation, Interview and Documentation.⁴

1. Observation

The initial stage before conducting further research, the researcher conducted observations, the researcher came to the IAIN Metro Lampung campus to see the character of the students as well as observe the assessment of the students' character and this involved visual, auditory and other observations in accordance with the research objectives.

2. Interview

Interviews occur when researcher submit questions to sources, several questions are made related to the research context needed and answered without limiting information, students are answered according their own experiences, behavior/habit and also their perspectives.

² Graeme Shanks, Nargiza Bekmamedova, *"in Research Methods (Second Edition)"*, 2018

³ Linda Kalof et.al., *"Essential of Social Research"*, (England: Open university press, (2008), p. 85.

⁴ Donald Ary et. al., *"Introduction to Research in Education Eight Edition"*, (USA: Wadsworth Cengage Learning, 2010), p.32.

3. Documentation

The process of documentation is crucial when it comes to data collection methods. Johnson (2020) defines documentation as the gathering of information from written records, documents, or archives. This methodology presents a useful way to enhance insights acquired from observations and interviews.⁵

Researchers employ document approaches for data collection. In order to verify whether the research background is comprehensive, the researchers in this study require records that serve as proof of messages exchanged between students and instructors. The research background is a description of IAIN Metro's profile that includes information about the organization, vision & mission, history, and other relevant references.

D. Data analysis Technique

The most crucial part of a research study is analyzing the data, as it leads to the final conclusions. Data analysis means looking at information to find out the facts by breaking down complex details into simpler parts and then putting them together in a new way to understand them. Kalof explains that in qualitative research, the process often starts with collecting data and then using it to develop theories (so data creates theories).⁶

⁵ Johnson, M. Notkola, "Documenting Data," Strategies for Effective Documentation in Research: *International Journal of Research Documentation*, 12, no 1 (2020): 55-73.

⁶ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (SAGE: California, 2014), 234.

Miles and Huberman describe the data analysis process as an interactive model with four stages: data collection, data reduction, data display, and drawing conclusions or verifying results. These stages are connected and happen during and after data collection. The steps taken by the students are analyzed based on their responses.⁷

In analyzing the data, the researcher followed these steps:⁸

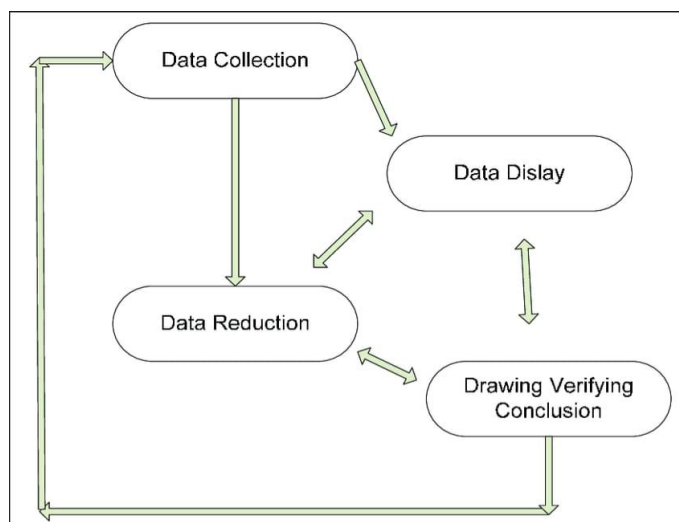


Figure I. *Data Analysis Model Miles and Huberman*

1. Data Collection

The researcher carefully recorded all the information from Observations, Interview and Documentation.

⁷ Alhojailan, Mohammed Ibrahim Thematic Analysis: *"A Critical Review of its Process and Evaluation"*, 2012.

⁸ Sugiyono, *Qualitative and Combination Research Methods, Mixed Methods (Alfebata: Bandung, 2011)*, 15.

2. Data Reduction

Data reduction is the process of selecting, focusing on simplifying, abstracting and transforming the raw data from Screenshot of WhatsApp messages, summarize and pick out the most important parts, focusing on key themes and patterns to make the data clearer and easier to handle.

3. Display Data

Presenting data in an organized way helps to draw conclusions and decide on actions. Data presentation is the process of converting raw data into a visual format that is easy to understand and interpret. The goal is for the audience to quickly understand complex concepts or trends, so they can make informed decisions or conduct deeper analysis.

In data presentation, complex data is transformed into an engaging story using Visual formats and Narrative Techniques from the data collected. Some of the tools used in data presentation include: Graphs and Tables.

4. Drawing Conclusions/Verifying

Initial conclusions are just early ideas and can change if new evidence is found. If these conclusions are backed by strong and consistent evidence from further data collection, they become reliable and credible. new conclusions in qualitative research are fresh insights that were not known before.

To conduct this research, the researcher carried out a process that went through five stages, namely:

1. Identifying Research Problem

Identifying a research problem is the initial step in research that aims to define the problem and make that definition measurable. In this study, researchers used Grice's theory to examine politeness which has four principles that can be measured in the use of politeness applied by students so that they can find answers to whether students have measured the concept of politeness or not and problems are found when students do not measure politeness.

2. Determining Research

Determining research or determining research needs is part of the research planning process. Once the topic is determined, the researcher will easily understand the material being studied so that they will focus on the core problems found.

3. Collecting Data

Data collection can be taken from Observation or Interviews. come to students and ask permission to observe their behavior and ask questions related to each point of view related to the research title on politeness.

4. Analyze Data

After the data is collected, the researcher must understand the information applied in this research related to the core that has been summarized and analyzed, then the researcher conveys it clearly and uses diction that is easy to understand.

5. Drawing Conclusion

After conducting research, researchers will make simple notes in a language that is easy for anyone to understand in order to find information related to the research that has been studied, then these notes will be given to lecturers, parents, and students.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Setting

1. History of IAIN Metro

IAIN Metro, located in Metro City, Lampung, is one of the few State Institutes for Islamic Studies in the region. It aims to become an innovative Islamic educational institution, focusing on the integration of Islamic values, socio-eco-techno-preneurship, and Indonesian cultural principles. Its mission emphasizes Islamic values in research, education, community service, and promotes a dynamic academic culture supported by advanced institutional management.

IAIN Metro's roots are tied to IAIN Raden Intan Bandar Lampung, originally established in 1997 under Presidential Decree No. 11, 1997. The Lampung Islamic Welfare Foundation (YKIL) initially founded two faculties in Tanjung Karang in response to the community's need for an Islamic educational institution. By 1967, additional faculties were opened in Metro City due to local demand. Following a decree in 1996, the faculties in Metro became STAIN Jurai Siwo Metro and later achieved IAIN status in 2010.

In 2016, as per Presidential Regulation No. 71, STAIN officially transitioned to IAIN Metro, which led to expanded faculties, improved facilities, and a strengthened commitment to educational quality.

2. Location of IAIN Metro

There are two buildings at IAIN Metro campus. Situated on Jl. Ki Hajar Dewantara Street 15 A Metro Timur is Campus Building 1. Campus 2 is situated on Jl. Ki Hajar Dewantara, Banjar Rejo, Batanghari, in the East Lampung district.

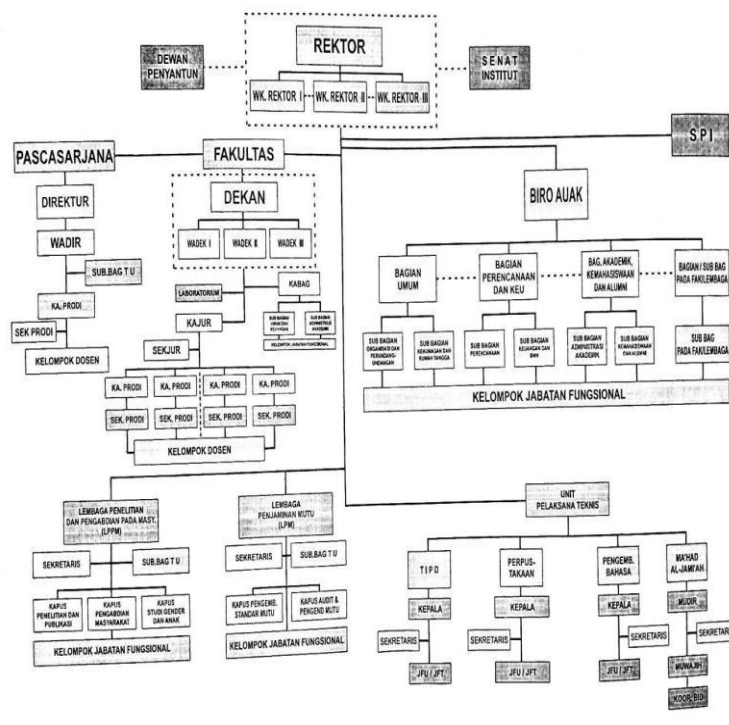


Figure II. Organization Structure of IAIN Metro.

B. Research Result

1. The Student’s Obstacles

From the results of the Interview and also the measurement of the principle of politeness at IAIN Metro, Lampung, namely about Maxim

Politeness from WhatsApp chat among students for lecturers, the researcher will present a discussion of the research results.

Based of the research questions about *students' obstacles*, the students did not realize that they were being rude, they also sometimes felt confused about why lecturers often ignored the messages they had sent via the WhatsApp application.

Therefore, various problems arise from each student's background (culture), sometimes what they consider polite is not necessarily considered polite by the lecturer/academic context, there are also students who have difficulty responding or starting to ask questions to the lecturer, some students' messages are also difficult for them to understand by lecturer, the whole problem above is within the principle of politeness, each of which has its part.

Meanwhile, behind the students' perspective and complaints, from the results of lecturer interviews, it turns out that there are still many students who are not polite when sending messages to lecturers so that lecturers more often ignore incoming messages, lecturers are often asked questions that don't make sense. confusing, even students talk like they're talking to their peers.

1) Thematic Analysis of Students' Interview Results

Because this research is subjective, where everyone's opinion will always be theirs, the researcher asked questions to the sources

regarding the concept of politeness that they think is appropriate, of course there will always be different answers from each individual.

The following are different answers from each individual:

The Table 4.1
Thematic Analysis of Students' Interview Results

No	Theme	Statement	Sub-Themes	Respondent
1	Definition of Politeness	<i>"Politeness is about treating others with respect and kindness in our words and actions"</i>	Respect others	NF
		<i>"For me, politeness means using "please" and "thank you" regularly to show appreciation.</i>	Use polite words	HZ
		<i>"It also includes being mindful of cultural differences in how we communicate".</i>	Cultural differences	JR
		<i>"Politeness is when I say about the truth (honest)."</i>	Honesty	MT

		<i>“Polite is when I am not saying rude words to people”.</i>	Don’t say harsh/bad words	SDP
2	Lecturer Response to Messages	<i>”Yes, always, I do not even know why”.</i>	No reply	NF
		<i>“Sometimes yes and sometimes is not, but always not”.</i>	Sometimes reply and not	HZ
		<i>“Often, but I do not know why, maybe the lecturer is busy”.</i>	The lecturer may be busy	JR
		<i>“Always, and I finally come to the office directly, maybe lecturer does not like online message”.</i>	Not receiving online messages	MT
		<i>“Always answer me, average”.</i>	Always reply	SDP
3	Awareness of politeness	<i>“No, I think I have to measured politeness by saying Salam too”.</i>	Unware because of “salam”	NF

		<i>"No, I have to repeat reading to make sure my message is always polite".</i>	Reread the message	HZ
		<i>"I do not know maybe if I think it polite in my lecturer opinion is yet to be polite".</i>	Unware	JR
		<i>"I realize it, because sometimes my lecturer answer me when my words clear and complete".</i>	Aware should be polite	MT
		<i>"Sometimes I realize it and sometimes is not".</i>	Sometimes aware and unware	SDP
4	Politeness in academic contexts	<i>"In my opinion, politeness in Academic context is when I say Assalamualaikum before send a message."</i>	Say "salam" before sending a message	NF
		<i>"In my opinion, is when I sending online messages with saying Sorry in Advance".</i>	Say "sorry in advance"	HZ

		<i>“For me, Online message that measured politeness in Academic is when we say Excuse me Miss/MR”.</i>	Say “excuse miss/m”	JR
		<i>“Polite is when we say I want to confirm...than say I want to ask”. (MT)</i>	Choose good diction/word	MT
		<i>“Politeness of Academic is when I send a message at the morning and afternoon only”.</i>	Timing	SDP
5	Challenges when implementing politeness	<i>“Sometimes lecturer is not answer my message, I know there is something wrong”.</i>	No reply from lecturer	NF
		<i>“In my culture my words is quite polite, but sometimes lecturer can not accept it”</i>	Cultural differences	HZ
		<i>“Lecturer said if sometimes my questions is</i>	The lecturer’s point of	JR

		<i>rather rude but I think is normal”</i>	view is disrespectful	
		<i>Sometimes Lecturer is confused because of my words, so there is always barrier in communication”</i>	Ambiguous	MT
		<i>“Sometimes I can not understand how to be polite about Lecturer statements”</i>	Can not understand what is Politeness	SDP

It can be concluded that from the five interview questions that were conducted, various politeness problems were found, most students had difficulty measuring the concept of politeness and were confused about why their messages were often ignored by lecturers.

Regarding the interview results, it can be seen that lecturers often receive impolite messages from students so that lecturers ignore the messages without replying to them. Also, most students complain about why lecturers do not reply to their messages even though they have been read. Some of the students realize that they are impolite and some of them do not realize it.

2. The Most Viloated Maxim by Students

From the results of politeness measurements obtained by researchers from students via screenshots of online messages via WhatsApp, the results were that *most students did not apply the Maxim Manner* and the three other Maxims, some of the students realized that they did not apply them and also realized that they thought the messages sent were polite.

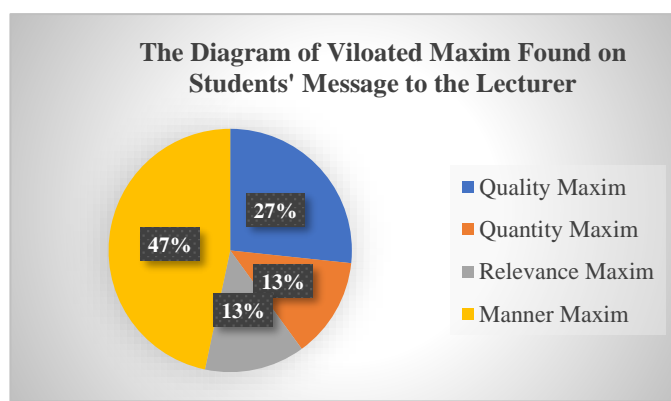


Figure III. Display data diagram of viloated maxim

The most dominant violation that occurs is the Manner Maxim of (41%), the second is the Quality Maxim of (27%), the third and fourth have the same amount, the Quantity Maxim and the Relevance Maxim are (13%).

Here are Four of Maxim politeness principles:

- a. Quality Maxim: Do not speak out of the context
- b. Quantity Maxim: When honest, no saying rude when do not like something
- c. Relevance Maxim: Speak or ask question related what the speaker convey

- d. Manner Maxim: Avoid ambiguity, unnecessary words and unclear expression

Thus, the results of this research, it turns out that there are still many students who have not applied the concept of politeness, they only measure politeness only through their perspective and not measure from a theory, which, measuring politeness through theory is much more effective, therefore the researcher will straighten out and explain through a written word document the definition politeness based on Grice's theory, types of principles and examples of their use, so that relationships between students run well without any conflicts of misunderstanding and improve the quality of IAIN Metro students, especially in the field of English education.

3. Perception of Lecturers on the Concept of Measuring Politeness

- a) The Principle of Politeness as a Interest

Lecturers are interested in having researchers study the students of IAIN Metro regarding their politeness, because this type of research has never been conducted before, especially since communication is not only direct but also involves smartphones as tools for online communication, which are inseparable from daily life. Almost all lecturers complain that students are impolite, or even completely disrespectful, when sending messages online to them.

According to the interview conducted by the researcher with a lecturer who teaches English at IAIN Metro, who complained about the students' lack of politeness. Here are the results of the interview with:

“By conducting this research, the Researcher and Lecturer can understand the background of students regarding the reasons why students are considered disrespectful, so that this research can later guide students in measuring politeness. The teacher acknowledged that the research theory is very interesting.”(A.S.R, lecturer).

4. Lecturer’s Answers After Being Interviewed

The researcher need a perspective from the lecturers who receive messages from students every day, whether the lecturers think that there are still many students who violate politeness.

Here is the conclusion of the answer:

”Of course, every day we definitely receive messages that are considered impolite, sometimes students speak unclearly, the diction is impolite, doesn’t fit the context, they even seem to be talking to their peers, that’s why, on average, lecturers ignore WhatsApp messages from students”. (lecturers)

C. Discussion

Djamarah states, the discussion method is a way of presenting lessons, where students are faced with a problem which can be in the form of a problematic statement or question to be discussed and solved together.¹

¹ Syaiful B. Djarmar, *Teaching and Learning Strategies* (PT Renika Cipta: Jakarta, 2006), 15.

There are four principles of politeness in this research which were applied by Grice's theory the findings of this theory can be concluded that when students sent hen students send Online messages to lecturers it was found that IAIN Metro students **predominantly violated the Maxim Manner principle of politeness.**

Meanwhile, previous research found by Jamilatud Dukha from IAIN Surakarta used four principles from Brown and Levinson's theory. The findings from this research can be concluded that when students sent Online messages via WhatsApp groups, it was found that **the most dominant students applied negative politeness.**

According to Grice, politeness is when speaking according to the context (Quality maxim), providing clear information and with evidence (Quantity maxim), speaking according to the context being discussed (Relevance maxim) and finally conveying information that is clear, orderly and does not create confusion/ambiguity (maxim manner).²

Therefore, previous research using Brown and Levinson's theory explains that there are four types of principles of politeness, namely Using kind words (Positive politeness), Using impolite words (Negative politeness), Arguing rather than being polite (Bald on-record) and Rejecting things. implicitly (Bald off-record).

Finally, the results of this research, it turns out that there are still many students who have not applied the concept of politeness, they only

² Grice, H. P., *Logic and Conversation* (Berkeley: University of California), 47.

measure politeness only through their perspective and not measure from a theory, which, measuring politeness through theory is much more effective, therefore the researcher will straighten out and explain through a written word document the definition politeness based on Grice's theory, types of principles and examples of their use, so that relationships between students run well without any conflicts of misunderstanding and improve the quality of IAIN Metro students, especially in the field of English education.³

³ Brown, P., & Levinson, S. Positive and Negative Politeness, (Politeness: Some universals in language usage. Cambridge: Cambridge University press, 1987).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study highlights several key issues regarding the principle of politeness in communication between students and lecturers at IAIN Metro, focusing specifically on the use of WhatsApp as a medium for academic communication. The findings reveal a significant gap in students' understanding and application of politeness maxims, which leads to frequent miscommunication and frustration on both sides.

Firstly, students often face obstacles in recognizing impolite language, largely due to cultural backgrounds and personal interpretations of respect. Many students are unaware of the impact of their language choices and are confused when their messages are ignored by lecturers. From the students' perspective, they believe they are being polite but fail to align with the academic norms expected by lecturers. The most commonly violated maxim was the Manner Maxim (41%).

Secondly, from the lecturers' perspective, many students' messages lack the necessary formality and structure, sometimes coming across as too casual or ambiguous, similar to conversations between peers rather than with an academic authority. Lecturers often ignore messages they perceive as impolite or unclear, which perpetuates students' frustration and confusion.

The interviews reveal that while students associate politeness with using respectful language like "please," "thank you," and "assalamualaikum," they are often unaware of more specific academic expectations, such as choosing appropriate diction, maintaining clarity, and using formal address. This discrepancy highlights a need for clearer guidelines and education on effective communication practices.

In conclusion, the findings underscore the importance of educating students about Grice's politeness maxims and how these principles apply in an academic context. Implementing training or workshops to bridge this understanding gap could enhance communication and foster a more respectful and productive interaction between students and lecturers.

B. Suggestion

Regarding the research results, researchers provide three suggestions, such as:

1. For Students

It is recommended for students to know that politeness has concepts and principles in communicating, especially with lecturers in the academic environment (campus).

2. For Lecturer/Teacher

It is highly recommended for lecturers when they receive an impolite message to remind them where the student's impoliteness lies/located.

3. For the Other Researcher

To help facilitate understanding for other researchers when they want to research related to the politeness, and can also be included in previous research.

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APPENDICES

INSTRUMENT OF COLLECTING DATA

1. Blueprint of Documentation Sheet

No	Aspect	Available	Unavailable
1	Profile of IAIN Metro	✓	
2	The Brief History of IAIN Metro	✓	
3	The structure Organization of IAIN Metro	✓	
4	The Facility of IAIN Metro	✓	
5	The Location of IAIN Metro	✓	

2. Blueprint of Questionnaire Sheet

a) Activity of Students

Guide in filling of the answer sheet

<https://forms.gle/WT9Z79BJjpnT98k7>

- a. Click the link of G-Form
- b. Read carefully each of question
- c. Write the name and student number before read the questions
- d. Fill out the answers based of the statement and there is no limit
- e. If all the questions have filled out, students can click submit on the end of the gudelance
- f. Done.

3. The Students' Statements of Interview from G-Form

a. What is the definition of politeness in your view as a student?

"Politeness is about treating others with respect and kindness in our words and actions." (NF)

"For me, politeness means using "please" and "thank you" regularly to show appreciation." (HZ)

"It also includes being mindful of cultural differences in how we communicate." (JR)

"Politeness is when I say about the truth (honest)." (MT)

"Polite is when I am not saying rude words to people." (SDP)

b. Has the lecturer ever just read without replying to your message?

"Yes, always, I do not even know why". (NF)

"Sometimes yes and sometimes is not, but always not". (HZ)

"Often, but I do not know why, maybe the lecturer is busy". (JR)

"Always, and I finally come to the office directly, maybe lecturer does not like online message". (MT)

"Always answer me, average". (SDP)

c. When the lecturer does not reply to your message, do you realize that you have not fulfilled the concept of politeness?

"No, I think I have to measured politeness by saying Salam too". (NF)

"No, I have to repeat reading to make sure my message is always polite". (HZ)

"I do not know maybe if I think it polite in my lecturer opinion is yet to be polite". (JR)

"I realize it, because sometimes my lecturer answer me when my words clear and complete". (MT)

"Sometimes I realize it and sometimes is not". (SDP)

d. Can you give an example of a situation where politeness is considered important in an academic context?

"In my opinion, politeness in Academic context is when I say Assalamualaikum before send a message." (NF)

"In my opinion, is when I sending online messages with saying Sorry in Advance". (HZ)

"For me, Online message that measured politeness in Academic is when we say Excuse me Miss/MR". (JR)

"Polite is when we say I want to confirm...than say I want to ask". (MT)

"Politeness of Academic is when I send a message at the morning and afternoon only". (SDP)

e. What challenges do you face in applying the principles of politeness in communication in an academic environment?

"Sometimes lecturer is not answer my message, I know there is something wrong". (NF)

"In my culture my words is quite polite, but sometimes lecturer can not accept it". (HZ)

“Lecturer said if sometimes my questions is rather rude but I think is normal”. (JR)

“Sometimes Lecturer is confused because of my words, so there is always barrier in communication”. (MT)

“Sometimes I can not understand how to be polite about Lecturer statements”. (SDP)

4. Lecturer Statement of the Politeness Research

DR. Ahmad Subhan Roda, M,Pd Holds, “By conducting this research, the Researcher and Lecturer can understand the background of students regarding the reasons why students are considered disrespectful, so that this research can later guide students in measuring politeness. The teacher acknowledged that the research theory is very interesting.”

5. Lecturer’s Answers After Being Interviewed

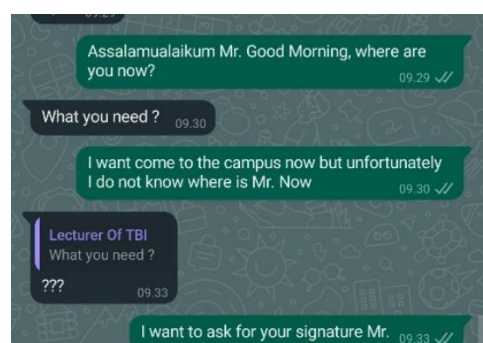
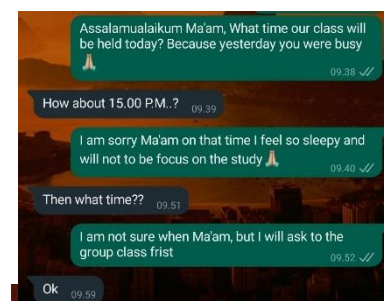
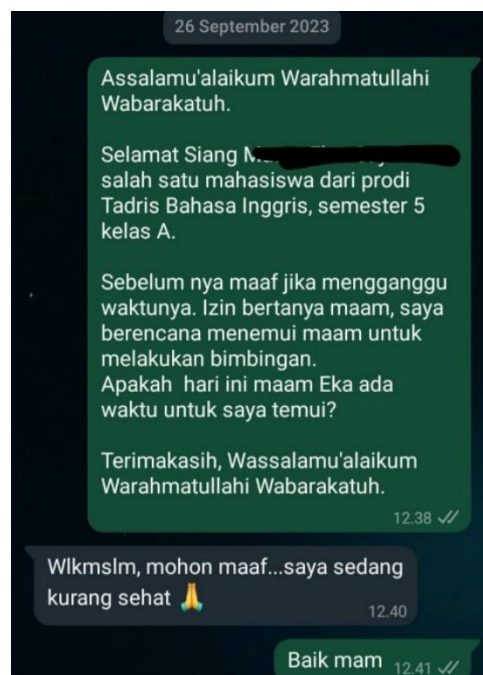
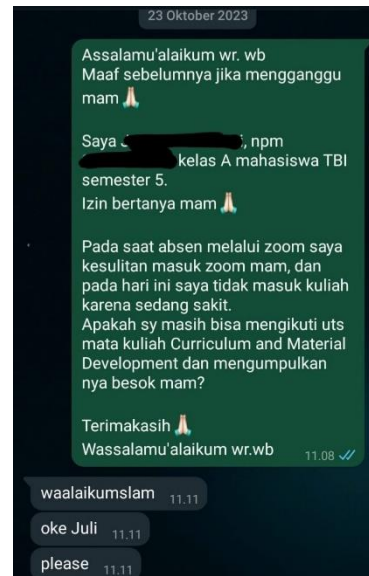
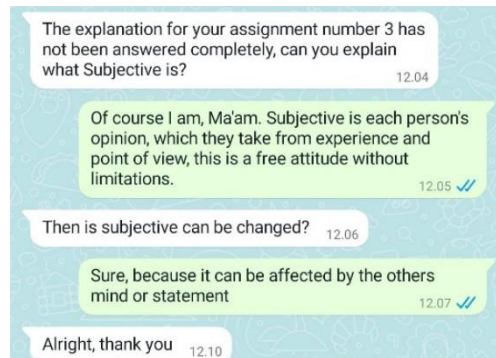
1) Are there still many students who are considered impolite when sending messages?

“Yes, of course every day I receive many messages from students that are still not considered polite, they type words that are not appropriate to say, for example (“Hello sir, where are you now?”), they talk like they are peers.” (lecturers)

2) What do lecturers do when faced with students who use impolite language when sending messages?

“Including me and almost all lecturers will not reply to messages to students who are rude until they realize that what they said was very impolite.” (lecturers)

6. Screenshot of Students' Message to the Lecturer







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Nomor : B-4551/In.28/D.1/TL.00/10/2024
Lampiran : -
Perihal : **IZIN RESEARCH**

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LAMPUNG
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-4550/In.28/D.1/TL.01/10/2024,
tanggal 11 Oktober 2024 atas nama saudara:

Nama : **HESTY MAYSAROH**
NPM : 2101050011
Semester : 7 (Tujuh)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KETUA PRODI TBI IAIN METRO,
LAMPUNG bahwa Mahasiswa tersebut di atas akan mengadakan
research/survey di IAIN METRO, LAMPUNG, dalam rangka meyelesaikan Tugas
Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF
POLITENESS STRATEGY ON WHATSAPP APPLICATION USED BY THE ENGLISH
DEPARTMENT STUDENTS AT IAIN METRO".

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya
tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 Oktober 2024
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 Jabatan : Ketua Jurusan
 Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : Hesty Maysaroh
 NPM : 2101050011
 Jurusan : Tadris Bahasa Inggris (TBI)
 Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan
 Instansi : IAIN Metro

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Wassalamualaikum Wr. Wb

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Ketua Jurusan TBI



Dr. Much Deiniatur, M.Pd.

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Semester : VII

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1	04 Nov/ 2024	Dr. Much	<ul style="list-style-type: none"> - Perbaiki research question to result finding - In discussion compare between finding and theory with previous research 	<i>[Signature]</i>
2	5 Nov/ 2024	Dr. Much	<ul style="list-style-type: none"> - BAB 1-5 - Research question - Objective of the Study - Short Paragraph - Conjunction (again, and) - Case Study - APD there is no (will) - List of Organization (no) - Campus speech (no) - No observation - Source on Discussion - Conclusion (Don't answer RQ) <p>Acc for Munaqamah</p>	<i>[Signature]</i>

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RESEARCH DOCUMENTATION



CURRICULUM VITAE



The researcher's name is Hesty Maysaroh, born on May 25, 2003 in Selusuban as the first child of Mr. Muhammad Yusuf and also Mrs. Siti Khotimah (passed away in 2013), Hesty has a younger brother named Farid Aditya who was born in 2010. Hesty is engaged to Mr. Juana All Mhendra, S.Ag., on August 20, 2024 in South Jakarta. Hesty started elementary school in 2008-2014 at SDN 02 Gapura in Kotabumi, Then continued to junior high school at SMPN 03 in 2014-2018 in Kotabumi. Also to high school at SMAN 01 in 2018-2021 and finally continued her undergraduate/S1 studies at the State Islamic Institute Metro/IAIN Metro with Tadris/English language education study program.



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Nama / NPM : HESTY MAYSAROH / 2101050011
 Jurusan : Tadris Bahasa Inggris
 Ruang Ujian : ONLINE
 Judul Skripsi : AN ANALYSIS OF POLITENESS STRATEGY ON WHATSAPP APPLICATION USED BY THE ENGLISH DEPARTEMENT STUDENTS AT IAIN METRO

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