



An Analysis on Politeness Strategy in Learning Interaction through *WhatsApp* Group

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ABSTRACT

To succeed the interaction, the linguistic features used must be inserted with politeness. The impact of politeness affects various aspects in societies, especially in education of young generation, it can affect the way they communicate one another. In context learning, communication between students and teachers must be well formed and delivered. This research aimed to examine the kinds of politeness strategy and the strategy used to deliver the types of politeness strategy on learning interaction through WhatsApp group. The research used a descriptive qualitative method to describe, explain and analyze the kinds of politeness strategies and the strategies that used to deliver the types of politeness strategies based on theory of Brown and Levinson. The data of this research was conversation in the *WhatsApp* Group. The instrument of this research was the researcher herself. Furthermore, the method used to collect the data was documentation. From the analysis, the researcher found all kinds of politeness strategy that students used in online learning interaction through WhatsApp group. Those were positive politeness strategy, negative politeness strategy, bald-on record strategy, and off-record strategy. Moreover, students used most of the strategies to deliver the kinds of politeness strategy. In the positive politeness strategy there were 11 strategies that students used, there were 6 strategies used to deliver the negative politeness strategy, 3 strategies used to deliver bald-on record strategy, and 2 strategies used to deliver off-record politeness strategy.

Keywords: Politeness Strategy, learning Interaction, WhatsApp Group.

Introduction

The ability to use language appropriately is called pragmatic knowledge. pragmatic knowledge investigates the ability of language users to match utterances with a context in which appropriate (Maros & Rosli, 2017a; Rahayuningsih et al., 2020). Pragmatic is a study either oral or written speech based on the pragmatic context attached. Pragmatic is a branch of linguistic that examines the language based on the context as well, pragmatic is in accordance with the meaning that are conveyed and subsequently interpreted and understood by the interlocutor.

Communication that happens between two persons or more occur in every sector of society. To convey the point of communication, people utilize strategies as part of their capability to communicate (Mahmud, 2019; Maros & Rosli, 2017a). Those strategies deals with pragmatic, it is establishing the preference word in sentences and the interpretation of different language use in every condition (A. Ambele & Boonsuk, 2018; Astia, 2020; Fitriyani & Andriyanti, 2020; Koohzad et al., 2019). Moreover, in educational sector, it has the tight knit of communication between teachers and students, and also in the University levels, the communication between lecturer and the students of university is needed to support learning process, especially in nowadays online learning (Mahmud, 2019).

Pragmatics is also connected with politeness strategies which can be defined as the use of convenient words and phrases in communication that are established with the common rules in society (Etae, 2016; Pathanasin, 2022). Rahayuningsih, Saleh and Fitriati in their study assume politeness in education as the support system and is highly expected to increase the quality of learning process (Rahayuningsih et al., 2020). It can not be denied that the quality of learning is also first point for education. Nowadays, it is required to restrict activity that needs a lot of people in a room or an area. Both of online and offline interaction is assumed as the way in teaching in normal era to give more attention to keep learning process run well, especially to save it effectively and make sure that all the materials can be served perfectly (Ambarwati et al., 2019; Moussa Farrag, 2022; Prayitno et al., 2021).

Politeness strategy is a set of rules in live that can save the self-image in interaction of society (Andriyani et al., 2022; Dozie et al., 2022; Kulsawang & Ambele, 2024). It is also one of important points to keep the conversation among people. Most people believe that to be polite is to give honor. Politeness is become a big issue in society right now, especially in

education sector (Lerdpaisalwong, 2023; Mulyono, 2019; Nurlaili, 2024). One of goals in education is to create the good attitude in students, and politeness is the aspect that is to reach the goals, because politeness is believed as the way to build students' great attitude since early stages of education. Lecturers must be more creative and innovative to manage their online and offline classroom. The use of WhatsApp group assumed as the easier way to reach students attention in online learning and it is also to support offline learning. However, despite online or offline communication, attitude always becomes the first stage in education.

Mostly, students feel confused how to place their behavior particularly the way they talk in room chat politely with their lecturers. In building a communication with person who are older than them, they must have standard to express their mind. There are a lot of studies that are conducted on politeness strategies, such as study held by Nugrahanto & Hartono (2020) who analyzed politeness strategy in Lecturer-Students Classroom Interaction at the Biology Class Sanata Dharma University, and politeness strategies on EFL students' chatting group interaction conducted by Tri Amanda et al., (2021), politeness strategy in Twitter Updates of Female English Language Studies conducted by Maros & Rosli (2017b). However, none of those studies reach the area of classroom interaction via WhatsApp to get the politeness strategy. In Indonesian context, politeness strategy is on top and it has typical politeness pattern.

Those studies focus on how important the application of politeness strategies in both offline or online learning interaction is. It is also similar with this research which investigates the politeness strategies in learning interaction. However, this study focuses on the kinds of politeness strategies that students used on learning interaction through WhatsApp group and the kinds of strategies used to deliver the types of politeness strategy in learning interaction for both of online and interaction via WhatsApp supporting offline interaction. This study reaches the are both of formal and informal situation but it is still in the context of learning activities. It leads to the best strategies that must held by students can be explicitly revealed. Politeness strategy in specific area such as WhatsApp platform in education context is significant to study. Therefore, this study aims at answering research questions, as follow:

1. What politeness strategies do the students use in online learning interaction?

2. What kinds of strategies are used to deliver the types of politeness strategy in online learning interaction?

Methods

This research specifically used descriptive qualitative method. This design is used in the study is related to the plan of the researcher on how to proceed with the termination and initiation of the design decisions made during the study. This research employs the descriptive qualitative design since it aims to describe the real-life phenomena, in example the kind of politeness strategies that students often used and the strategy that deliver the kinds of politeness strategy in online learning interaction through WhatsApp group.

The data for this research is conversation in the *WhatsApp* Group of the third grades university students of IAIN Kediri in English department at *Academic Reading* class. Then, the data source is the interaction among students and lecturer in the *WhatsApp* group.

The instrument in this research was the researcher herself, the meaning is the researcher will be the main instrument in collecting and analyzing the data, finding the results of the analysis and drawing conclusion from the analysis. In qualitative research, the researcher is the instrument to analyze the field data. Moreover, the the role of researcher in qualitative research as the designer, collector, the analyst, the interpreter, and the reporter of the data found. To collect all the data sources, the researcher use handphone and internet connection, also notebook and pen to take a note when analyzing and classifying the data.

The data collection method for this study was through documentation, which is a systematic procedure for reviewing or evaluating both printed and electronic material. Choosing documents to collect the data was selected by researcher because she wanted to analyze private documents. The researcher used data in document of chat *WhatsApp* to collect some utterances that appear in the learning interaction. The advantages to collecting data through document is it presents great sources for qualitative research that is text that ready to analyze without any transcription needed. There are five steps taken to get the data, such as: Soliciting the permission from the lecturer also the students to take the data, downloading the conversation in the WhatssApp group in a semester (for around 6

months), transcribing the data from the source, identifying the utterances that have politeness strategies, and taking notes of the information.

The data collected was analyzed by several steps such as: Reading rapidly to get a general overview of the document. This step will give the researcher first sight of the data as the preparation to analyze also give the keyword of the document, reading carefully to the keyword or part that found while skimming to get occurrences of the use of politeness strategies in the conversation, re-reading the conversation until there is no more politeness.

Result and Discussion

Politeness strategy is the way of people wants to look polite to others. It is delivered by statements that made to minimize the problem that may appear in the conversation, in this case is the conversation in online learning interaction. According Brown and Lavinson's theory there are four kinds of politeness strategies, those are Positive Politeness, Negative Politeness, Bald- on record, and Off record. The table of utterance bellow shows the politeness strategies used by the students and lecturer in the online Learning Interaction:

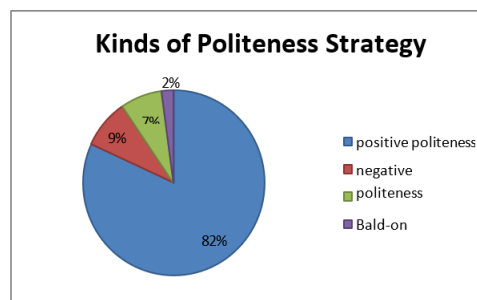
Table 1

Kinds of politeness strategy		
Kinds of Politeness Strategy	Frequency	Percentage
Positive politeness	266	81,85%
Negative politeness	28	8,62%
Bald-on record	24	7,38%
Off record	7	2,15%
TOTAL	325	100,00%

From the table above, it shows that Positive politeness strategy is the most frequently used in Politeness strategies. The following figure showed the percentage of kinds of politeness strategy that students use in the online learning interaction:

Figure 1

Pie chart as the visual ratio for frequency of politeness strategy



Positive politeness occupies the most strategies that students often use. The data show there are 266 utterances which are identified as the positive politeness strategy. The utterance appearing show how polite they are in the discussion. It also reasonable because in context of learning the attitude is one of the aspects that support education. The following utterance is the example for positive politeness:

"Assalamualaikum, hii good morning i think we can start now I will review about an article and here is the link" (UNR)

The utterance that student use is show how they open or start the discussion with a good vibe by Islamic greeting. These greetings also show how polite someone, give the warm vibes and good attitude in the conversation.

"Anyway we have the same though" (SM)

The utterance above shows the one of characteristic of politeness strategies that shows the same action in other hand agree with the speaker's assumption so that it will make the discussion easy.

"Wa'alaikumsalam wr.wb okay I'll send the article" (MN)

The utterance above shows the characteristic of politeness strategy that is offer promise, it shows the effort of the speaker fulfill hearer's wants.

Negative politeness is strategy is used as stimulant to make the conversation easier without showing the speaker is fault so that he/she does not feel upset while knowing the response of the statement. This data shows there are 28 utterances that identified as negative politeness. The examples :

"Sorry, I have not seen the answer of my question" (MK)

The response from the student above shows negative politeness, because he clearly shows how precious the speaker action in this case is the answer for his question.

"Thanks for your answer Gita, but my name is Anisa not Eka" (AN)

Based on the sentence above, the speaker declares indirectly his/her statements about the presenter fault. With a polite way he, also give appreciate first so that the presenter will not feel embarrassed in the class discussion.

"Pardon Sir , we have class at 8:40 am ." (SJC)

The utterance above shows the characteristic of negative politeness strategy that is do apologize, 'pardon sir' in this case clearly shows that the speaker is not make a mistake, but speaker does apologize to respect for the hearer so that the hearer not feel embarrassed.

As the representation of Grice's Maxim, this strategy use to make conversation more efisien and in simple way, in this data show there are 24 utterances that identified as the On-record strategy. the example:

"Your name and attended please?" (AM)

The example above clearly identified that the speaker use Maxim of Quantity and Maxim of Manner, he utters the simple and clear words without ambiguity to accept the quickly response from the other respondent or hearer in the discussion.

"Where's the presentation guys" (T)

The utterance above shows that there is Grice's maxim of quality, the speaker utters words that make the hearer express the fact that there is no respond of the students to do the presentation, so they will said the reason why it happens in that day.

This strategy is the opposite of Off-record strategy, and also the Grice's Maxim. From the data, it shows that there are 7 utterances identified as the Off-record strategy where speaker does. The example:

"The deadline always in our brain" (SN)

The sentence above is identified as the ambiguous one because it contains of elliptical words. The hearer may not understand what speaker minds, and at the end of the discussion it will leave speaker with a lot of interpretation for those sentences.

"Today's attendance list. Remember, no discussion means no more points for you" (T)

From the utterance above, it shows that the speaker gives implicature with giving related clue on the utterances. So that the hearer would interpret those utterances by himself.

The kinds of politeness have each strategy to indicate some utterances or sentences as the categories of the politeness strategy. In this study, researcher found that there are almost of strategies for each kind of politeness strategy that students used in online learning interaction. Positive politeness strategy still has the most frequently strategies that student use.

A. Positive Politeness Strategy

Positive politeness occupies the most strategies that students often use. The data show there are 266 utterances identified as the positive politeness strategy. The utterance that appears show how polite they are in the discussion. It is logical because in the context of learning the attitude is one of the aspects that support education.

Table 2

Frequency of strategies that deliver positive politeness strategy

Positive Politeness Strategy	Frequency	Percentage
Approve hearer's opinion.	15	5,64%
Build more intensity of attention	96	36,09%
Find a deal or agreement	11	4,14%
Give more attention to the hearer	4	1,50%
Give more sympathy	4	1,50%
Give or ask for certain reason	39	14,66%
Jokes	4	1,50%
Offer promise	48	18,05%
Show the respect to the hearer	4	1,50%
Use group identity marker	21	7,89%
Use overdo intonation to the hearer's response	10	3,76%
Obviate contradiction	2	0,75%
Optimistic	2	0,75%
Equalize presumption to be general opinion	0	0,00%
Include the speaker also the hearer in both activity	0	0,00%
Show the same action	0	0,00%
Give gift or surprise to the hearer.	0	0,00%

TOTAL	266	100,00%
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The most frequent strategy that students use in positive politeness is build more intensity of attention. This strategy is also the highest frequent above all the strategies in the politeness strategy. The following utterance is the example for positive politeness strategy.

This research found that there are 4 utterances that indicate as this strategy. The following utterances are the examples:

"I'm interested in the articles that you have shared" (SM)

"Hi arum, thank you for your question" (ANS)

"I am who should say thank for your question, Sindhi." (MK)

From the examples above, those utterances indicate that the students choose to show off their respect as the way to build closeness each other with giving praise to what speaker does and appreciate it. This strategy can be seen from words *"I'm interested"* *"thank you for your question"* *"I am who should say thank for your question"*. That utter from the speaker, it is clearly give the respect to the hearer and expected that the relation both speaker and hearer will be better.

Strategy "give more attention, recognition and sympathy to the hearer" contains of three categories that can identify as sentence or utterance as this strategy, that is giving more attention to the hearer, giving more sympathy, using overdo intonation to the hearer's response. The researcher found that there are 18 data that indicate as this strategy, the following is an example of each category:

"Good question Ika." (ASR)

"Good suggestion, syifa. I will try it"" (WRS)

"I think you should to do get enough sleep, don't worry about less important things, reduce anger, and live as yourself." (END) "I think, you need holiday" (ANS)

"i like ur article , i think many people must know it." (DI)

"Okay mimbar, your explanation's too enough make me understand. Thank you" (ACA)

From the examples above, it can be seen that speaker used an approach to carry out this strategy, such as providing support and flattery for what the other person has said or done. They also use excessive flattery in their pronunciation such as *"your explanation's too enough*

make me understand." The goal is to make the hearer feels happy and appreciated, so they will be easier to get closer and of course in a polite way.

This research found that there were 96 data that indicate as strategy of Build more intensity of attention to the hearer. It is the most frequent strategy that appear in the data. The following utterances are the examples:

"Wow, it looks like wood" (SM)

"Thank you for your question Aulia, that's a great question"(AM)

*"It's a great answer alma. Thank you for your suggest and
answer". (ANS)*

From the examples above show that this strategy is the most frequent strategy that students used in positive politeness strategy. There are a lot of ways from the students to build up the attention to others, most of them use more praise to make the closeness with. This research found that there were 21 utterances that indicate as strategy of Use group identity marker. The following utterances are the examples:

"Assalamualaikum, hii good morning everyone, can we start our discussion from now?●:"-"

UNR

"wa'alaikumussalam, yes we can." (EO)

"i've sent the instruction to your capt. Thanks" (T)

"Hello guys we will discuss about problems of online class ..."(CN)

"yeah right, we all experience it" (AKS)

There was various identity marker of group. From the example above, some of the marker is *"Assalamualaikum"* . It is the greeting for Islamic people. It also is used to open the discussion or strat something to do like ask some questions or give opinion for something that relate to the topic discussion. Then, the words *"we"* in the example is show that those instruction or utterance is for representation all members of the group. Moreover.

This research found that there were 11 utterances that indicate as strategy of Find a deal or agreement. The following utterances are the examples:

*"Hi eka, yeah, I just found out too that..." (ANS) "Oh... Yes, I got it. Thanks Adel" (IYR) "Alright,
Thank you Sir, ""tx" (AN)*

The examples above shows that the students agree with the statements from the others friends. It can build the closeness and also make the discussion in the conversation run easily.

This research found that there were 2 utterances that indicate as strategy of Obviate contradiction. The following utterances are the examples:

"sorry guys, is there a question that I haven't answered?" (END)

"Mybe any question or opinion about this article" (SI)

This strategy intends to reduce or even eliminate differences that will cause in the future. It can bee seen from the examples above that the speaker tries to reduce the possibility of misunderstanding by asking whether there are still unanswered questions.

This research found that there were 4 utterances that indicate as strategy of jest. The following utterances are the examples:

"no need to go to the mall, WhatsApp is like a mall, right?" MN)

"Let's make a plan (just plan first)" (ACA)

"Wacana first, but own money is gone" (ACA)

Jokes are one way that most people use to look like more familiar and easier to get along with. His lighthearted and more laughable nature makes the people involved in the conversation feel comfortable and when it gets to that point any business will feel easier to talk about. Jokes are also often presented by telling facts that sometimes sound funny but are not basically the same as the truth. In the example above, the speaker uses jokes to add closeness as described above. Then, the speakers also use "we" as a form of group identity, it seems that the speaker really wants to dilute the atmosphere with jokes.

This research found that there were 15 utterances that indicate as strategy of Intercalate and approve hearer's opinion. The following utterances are the examples:

"Oh.. Okay Sil, it means the actual vaccine still doesn't exist, it's still temporary and still being tested. Thanks Silvy" (IYR)

"I agree with you Aul , " (SJC)

"Absolutely agree with ur opinion." (SJC)

"Some of my friends have explicate their opinions, and their opinions are pretty similar to mine." (FLA)

Accepting other people's opinions sometime seems difficult to do, but in the context of discussion in learning, accepting or approve other people opinion is something that must be considered, so that the discussion run smoothly. From the examples above it can be seen that the speaker uses a lot of words that support his agreement with the opinion of the others person. Repetition of some words related to the opinion also supports the evidence that speakers agree with.

This research found that there were 48 utterances that indicate as strategy of Offer help or promise. The following utterances are the examples:

"Wa'alaikumsalam wr.wb okay i'll send the article" (MN)

"i'll give you my review about this article." (RRP)

Offer promise includes as the most frequently strategies. In the context of discussion in this data, this strategy is often used to indicate that the speaker has the intention to build closeness with others, it also can indicate that he or she has concern in carrying out the discussion. Based on the example above it can be seen that the speaker offers some acts to the hearer related to rule of the learning process that is shared the reviewed article to discuss in WhatsApp group.

This research found that there were 2 utterances that indicate as strategy of Optimistic. The following utterances are the examples:

"Yes, it was my problem, but now I/we have finished it." (SM) "my friend said that "it is opportunity for me. Because i can find little of money caused take a job hehe" (CN)

In this strategy the speaker shows the action of optimistic uttered in sentences. The examples above are clearly seen that the speaker is optimistic about what he said. There is no doubt while saying, and the aim is to motivate the others to keep on going to be the better version of herself.

This research found that there were 39 utterances that indicate as strategy of Give or ask for certain reason. The following utterances are the examples:

"I want to ask you a question about this era."

(MK)

"I want to ask u about your opinion" (SN)

"Please give me your opinion, thank you." (SM)

The examples above show some questions that appear in the data in this research. The speaker asks the topic that relates to the topic discussion, and some ask about the opinion of others, so that from this action we can see that this strategy is supporting positive politeness strategy, because it can build more interaction between speakers and hearer in a good relationship, because there are words "sharing is caring" From that sentence, sharing to others shows our respect to others.

B. Negative Politeness Strategy.

Table 3

Frequency of strategies that deliver Negative politeness strategy.

Negative Politeness Strategy	Frequency	Percentage
Give bashfulness	3	10,71%
Declare indirectly	7	25,00%
Declare that the hearer's action is precious	3	10,71%
Do apologize	11	39,29%
Minimize the burden	3	10,71%
Pessimistic	1	3,57%
Ask question or obviate	0	0,00%
Impersonalize the hearer and the speaker	0	0,00%
State the FTA as a general rule	0	0,00%
Nominalize	0	0,00%
TOTAL	28	100,00%

Negative politeness is strategy used as stimulant to make the conversation easier without showing the speaker's fault. There are 28 data that indicates as Negative politeness strategy. As presented in the table above, it clearly shows that "do apologize" is the most frequent Negative politeness strategy that students use in online learning interaction.

This research found that there were 3 utterances that indicate as strategy of Give bashfulness. The following utterances are the examples:

"thanks for your answer Gita, but may name is Anisa not Eka●"-v"

(AN)

"Hi Ika ., oh sorry Im late to reply your question, well" (SI) "Heyyy Shella .. Thank you for asking however i do apologize , I haven't answer ur question quickly because I didn't see it so sorry.." (SJC)

This strategy shows the speaker's reluctance to the interlocutor. Based on the examples above, first example show that the speaker still give praise for what the speaker's has said even though there is fatal mistake that is mispronouncing the speaker's name. Second example show that the speaker do apologize for the delay in giving an answer even though there is no demand from the hearer to answer with a quick response, it can be identified that the speaker gives deference to the speaker by doing this action. Then, the last example the speaker expresses deep apology and also reveals the reason for what he did, this action is to show his deference to the speaker, so that he can avoid problems that may arise if he does not do this strategy.

This research found that there were 7 utterances that indicate as strategy of Declare indirectly. The following utterances are the examples:

"Sorry. I have not seen the answer of my question." (MK) "I agree, but we don't know somebody heart,.. " (SN) "Okayy Gita thank you"×ææ×"●,but in here ... " (ASP)

This strategy contains of expressions from the speaker indirectly to the interlocutor. As shown in the example above, the speaker said "I have not seen the answer" which is to tells the speaker indirectly and to give the answer that speaker wants. Then the next examples is the speaker expresses "but we don't know..."And "but in here ..."This utterance means that the speaker disagrees with the opinion of the hearer indirectly by giving an exception above.

This research found that there were 3 utterances that indicate as strategy of Declare that the hearer's action is precious. The following utterances are the examples:

*"I am waiting for your answer-"v●-" (MKL)
"What about me hestin? I've been waiting for a loooong long time
wkwk" (WRK)*

This strategy intends to show that the speaker give excessive expectations to the reaction that will be given by the listener, so that it shows the action given is very valuable and eagerly awaited. From the examples above, it is clear that the speaker expresses that he really wants an answer from the hearer even though he has to wait previously.

This research found that there were 11 utterances that indicate as strategy of Do apologize. The following utterances are the examples:

"Pardon Sir , we have class at 8:40 am" (SJC)

"hei I am Sorry Anisaa. I think you are Eka. So sorry"

(GA)

"Im sorry for late to answer your question sania,..." (WRK)

"Im so sorry if my answer is unsatisfactory for you"

"I'm sorry too late to answer, ..." (MN)

Apologize is a word that is often used by most people to admit that there is a mistake that should be explained. From the example above, it is clear that most students show the word "sorry" when they make a mistake or remind the other person's fault. As the first example, he/she does apologize even though he knows that he does something wrong, but reminds him in a polite way, this action is intended to keep the honor of the person who is being told so he not to feel embarrassed in front of people.

This research found that there were 3 utterances that indicate as strategy of Minimize the burden. The following utterances are the examples:

"sorry miska iam late for answer your question, well, i will answer with my opinion" (SI)

"it's same with widyas' question ika, sorry you might read my answer below" (END)

"Oh, I am little bit saying no about your problem." (MK)

Based on the examples above, the speaker expresses several words that can lighten the burden on others, such as apologizing and giving answers to the questions asked, giving explanations for actions that are deemed unnecessary to be repeated. The last example is identified that the speaker said "I am little bit saying no about your problem." This utterance aims to provide information that he does not really against the hearer's opinion, but also does not fully support the opinion, so he is completely neutral so that can minimize the burden or responsibility that will occur.

This research found that there is only an utterance that indicate as strategy of pessimistic. The following utterance is the example:

"Actually, I feel unsure about my answer"

Pessimistic is a strategy that used where the speaker does not believe or doubt with the answer or action he has done. It can be seen from the example above there is word "unsure" that indicate the speaker is doubtful about the answer that have been giving during the discussion. This action is intended to minimize misunderstanding in receiving information and the speaker is not fully blamed for his answer because he has provided the information above.

C. Bald-On Record Strategy

Table 5
Frequency of strategies that deliver Bald-on record strategy

Bald-on record Strategy	Frequency	Percentage
Fulfilling Grace's maxim of quality	10	41,67%
Fulfilling Grace's maxim of quantity.	9	37,50%
Fulfilling Grace's maxim of relevance.	5	20,83%
Fulfilling Grace's maxim of manner	0	0,00%
TOTAL	24	100,00%

As presented in the table above, there were 24 data that indicate as the Bald-on Record Strategy. The Grace's Maxim as the factor that indicates as the Bald-on reord strategy. The most frequently factor that appear in this strategy is maxim of quality. Each strategy will elaborate bellow.

Grace's maxim of quality

This strategy is aim to make the hearer does or talks in a fact. In this research found 10 data that contains of this strategy. The utterances belows are the examples of this strategy:

"Eh no discussion?." (T)

The utterance shows that the speaker asks why there is no discusion in the class. This utterance expected that the hearer would start the discussion directly and the learning process runs expeditiously.

"Your name and attended please?" (AM)

The utterances above shows that the hearer does some mistakes with not mention their name and attended number, so the speaker wants her to directly fix it with the right answer.

"Please give me your opinion, thank you" (SM)

The utterance above shows that the speaker wants the opinion from the hearer for right time, so that the hearer will say in a fact what the speaker wants.

Grace's maxim of quantity

This strategy is aim to make the hearer talk as required. In this research found 9 data that indicate as this strategy. The following utterances is the examples for this strategy.

" Morning, here's the attendance list for today's discussion. I'll give my feedback later, as usual. Thanks" (T)

"Just stay to answer or ask one another." (MK) "Assalamu'alaikum, Nilai sudah saya input.

Grup Kelas bisa dibubarkan. Terimakasih. Sampai jumpa kapan2" (T)

From the example above, they clearly can be seen hat the speaker does not wasting time while saying their wants, it proves by the words that they use is simple words but can make the hearer do action in spontaneously, so that the discussion will be held on time.

Grace's maxim of relevance

This strategy is aim to make the hearer talks or does something that relates with the speaker's spoken. This research found 5 data that are indicated as this strategy. The following utterances is the examples for this strategy:

"Morning sir. Alright sir and thank you" (SM)

This utterance is the reaction after the students accept instruction from the lecturer, it must relate because if there is no response after the lecturer give instruction the learning process will not run well, and also it will make some problems that affect in the final result of the students learning.

"Owh my bad, wrong class -" (T)

It is the response from the lecturer who has a mistakes while entering the wrong schedule of learning. The response of the students will determine how polite they are with the lecturer.

"If you don't get the points, you can check the link above. Thankyou" (T)

This utterance makes the students directly do the action to response this utterance. It is relatable because if the students do not check their points directly so that the lecturer will not change the student's point.

Off Record Strategy

Table 6

Frequency of strategies that deliver Off record strategy.

Off Record Strategy	Frequency	Percentage
Being ambiguous	4	57,14%
Give implicature of conversation.	3	42,86%
TOTAL	7	100,00%

Off record is the last kinds of strategy in politeness theory. The data shows that there are 7 utterances that are indicate as off record strategy, and the most frequent strategy used by students is being ambiguous.

Being ambiguous

This research found that there were 4 data that indicate as this strategy. The following utterance are the examples:

"big agree" (END)

"The deadline always in our brain" (SN)

"I disagree because a child is like white paper" (MKL)

The examples above show that students is also use ambiguous sentences while interacting with her friends. It is normally because in this era many new words or utterance appear, and they are adopted by young people moreover students in this case. The cause of this strategy is start with the rudeness from students' heart or feeling because the problem that come from learning process or the difference opinion each other.

Give implicature of conversation

This research found that there were 3 data that indicate as this strategy. The following utterances are the examples:

"looking for money half to death, spending it like running water."

(MN)

"But please take a rest eventhough just lay down your body. Refresh and renew yourself after work"-:●" (SM)

This strategy contains the implied meaning of a sentence spoken by the speaker. The examples above contains sentences that have different in meaning. As in the first example, it

means that the effort to find money is not worth the expense or the way we use it, in the other words after struggling to find money or work but it is very quickly run it out. Then, from the second example, it can be seen that in the words "renew yourself" has the meaning that it is not to renew the hearer body, however to give a break so that the body can be fit and ready to do activity.

Research Discussion

This section further discusses the findings by summarizing and comparing them with other studies. The politeness theory from Brown and Levinson was applied to identify the utterance of online learning interaction in the three semesters of English students' university of IAIN Kediri. The data was a WhatsApp conversation of Academic Reading class. In this study the researcher found 325 utterances in this data. The result of this study presents that there are four kinds of politeness strategy used by students in online learning interaction. They are Positive politeness strategy (81,85%), Negative politeness strategy (8,62%), Bald-on Record strategy (7,38%) and Off record strategy (2,15%).

The researcher found that there are 325 utterances in politeness strategy in online learning interaction that students used that contains of 266 data (81,85%) of positive politeness strategy. It is the highest kinds of politeness strategy that students use. In these kinds of strategy, there are 4 strategies that has no data found, those are showing the same action, giving gift or surprise to the hearer, equalizing presumption to be general opinion, including the speaker also the hearer in both activities. This data is through online learning and there is no utterance that indicate to those strategies. Moreover, there are found 15 utterances (5,64%) of Approve hearer's opinion, 96 utterances (36,09%) of Build more intensity of attention, 11 utterances (4,14%) of Find a deal or agreement, 4 utterances (1,50%) of Give more attention to the hearer, 4 utterances (1,50%) of Give more sympathy, 10 utterances (3,76%) of Use overdo intonation to the hearer's response, 39 utterances (14,66%) of Give or ask for certain reason, 4 utterances (1,50%) of jokes, 48 utterances (18,05%) of Offer promise, 4 utterances (1,50%) of Show the respect to the hearer, 21 utterances (7,89%) of Use group identity marker, 2 utterances (0,75%) of Obviate contradiction, 2 utterances (0,75%) of Optimistic.

In the Negative politeness strategy contains of 28 utterances (8,62%) found on this data. There are 4 strategies that has no data found, those are: (1) Ask Question or obviate (2) Impersonalize the hearer and the speaker (3) state the FTA as a general rule (4) Nominalize. Because there are no utterances in this data that can be identified as those strategy and also the students may have no idea to utter sentences that indicate those strategies. Moreover, there are found 3 utterances (10,71%) of Give bashfulness, 7 utterances (25,00%) of Declare indirectly, 3 utterances (10,71%) of Declare that the hearer's action is precious, 11 utterances (39,29%) of Do apologize, 3 utterances (10,71%) of Minimize the burden, 1 utterance (3,57%) of Pessimistic.

In the Bald-on record strategy contains of 24 utterances (7,38%) found on this data. There is 1 strategy that has no found data, that is Fulfilling Grace's maxim of manner because there are utterances from the data that indicate as this strategy and also the utterances from the children sometimes ambiguous and not clearly utter. Moreover, there are found 10 utterances (41,67%) of Fulfilling Grace's maxim of quality, 9 utterances (37,50%) of Fulfilling Grace's maxim of quantity, 5 utterances (20,83%) of Fulfilling Grace's maxim of relevance.

At the last kinds of politeness strategy, Off record strategy contains of 7 utterances (2.15%). There are found 4 utterances (57,14%) of Being ambiguous and 3 utterances (42,86) of Give implicature of conversation. Moreover, the percentage of each kind of politeness strategies is different both the percentage of kinds of politeness and kinds of strategies that indicates each kind of politeness strategy.

Comparing with the first previous study that held by Nugrahanto & Hartono (2020) who analyzed politeness strategy in Lecturer-Students Classroom Interaction at the Biology Class Sanata Dharma University, this study and this previous study has similarity which is focus on Politeness strategy theory of Brown and Levinson, the result is almost same in which four kinds of politeness strategy are found on the data of the previous study, the highest frequency is also Positive politeness strategy, but Negative politeness in this previous study was found in the third place after bald-on record strategy. In this case, it is different with this study who has Negative politeness strategy in the second place of politeness strategy.

Another previous study was conducted by Tri Amanda et al., (2021) who analyzed politeness strategies on EFL students' chatting group interaction. This previous study is similar with this study, the four- politeness strategy is analyzed completely and the highest frequency strategy is positive politeness, the second is negative politeness, the third is off record strategy, and the last is bald-on record strategy.

Another previous study was conducted by Maros & Rosli (2017b) that analyzed about Politeness Strategy in Twitter Updates of Female English Language Studies Malaysian Undergraduates. The result showed that there were four kinds of politeness strategy containing on participant's Twitter updates and positive politeness is the most frequent strategy that appear in the study. Both this study and related study also apply Brown and Levinson's Theory of politeness.

At the conclusion, those previous studies are same in terms of applying Brown and Levinson's theory of politeness in conducting the research like what the researcher did. Regarding to those three previous studies, this current study assists to deliver the new finding with the new topic because the researcher applied Politeness strategy and the kinds of strategy that used to deliver politeness strategy by Brown and Levinson's theory (Koozhad et al., 2019). Using Brown and Levinson's theory to analyze the data that has been gotten through WhatsApp group chatting, this study found kinds of politeness strategy and the kinds of strategies to deliver politeness strategy even though some strategies were not found in the data. In conclusion, the results of this study give strengthens to the research of Nugrahanto & Hartono (2020). Furthermore, the result found of this study has similarities with the result of the previous study from Maros & Rosli (2017b); Nugrahanto & Hartono (2020); Tri Amanda et al. (2021), so that politeness strategies that are used by the students and lecturer in any contexts of learning is similar, they are positive politeness strategies as the most frequent strategy, then Negative politeness at the second, the third is the Bald-on record strategy, and the last is Off-record strategy.

Conclusion

The first objective is to know the kinds of politeness strategy that students use in online learning interaction through WhatsApp group. In this study, the researcher found all the kinds of politeness strategy, they are positive politeness strategy, negative politeness

strategy, bald-on record strategy, and off record strategy. The highest kinds of politeness strategy that appear is positive politeness strategy with 81,85% of utterances. It is reasonable because in this country especially in Java Island, good attitude is necessary to make a good relationship among people in society, especially in education that need to apply good attitude and polite habit in learning process.

The second objective of this research is to know the strategy that is used to deliver the kinds of politeness strategy in online learning interaction through WhatsApp group. In this study, the researcher found some of strategies that used to deliver kinds politeness strategy. However, it cannot be denied that there are some strategies that is not found in the data. 11 strategies included in positive politeness strategy, 5 strategies included in Negative politeness strategy, 3 strategies included in Bald-on Record strategy, and 2 strategies included in Off record strategy. The most frequently strategy which used by students in learning interaction through WhatsApp group is Build more intensity of attention strategy in Positive politeness strategy with the percentage 36,09% or 96 utterances. it is reasonable because every student need to make a good relation with their friends also the lecturer to support their learning process.

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