Students' Politeness to Lecturers in *WhatsApp* Application Measured Using Leech Maxim

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ABSTRACT

This study aims to describe student politeness in communicating or sending messages to lecturers through the Whatsapp application. This research needs to be carried out to obtain an overview of the application of politeness principles used by students in communicating. This research is descriptive qualitative research with instrumental case studies, the instrument used is Maxim Leech. The source of this research data is student texts sent to lecturers. The research data are sentences, phrases, or words that contain aspects of politeness by Leech's politeness principles. Data retrieval uses the note-taking method, while data analysis uses the high method. The basic analysis technique is a technique for direct elements that sorts text into several categories of data forms, namely sentences, clauses, phrases, and words. The results of this study indicate that all politeness maxims are not used by students in sending student Whatsapp messages to lecturers. . From the six Maxim Leech Principles, five of them are used by students in communication. The five maxims are tact maxim, approbation maxim, modesty maxim, generosity maxim, and agreement maxim. Of the five maxims used, the modesty maxim is most widely used compared to the other maxims. This shows that the politeness of students in a humble attitude exceeds other politeness. Research on student politeness can still be developed both in theory, methodology, and the depth of the discussion

Keywords: *politeness, WhatsApp, online learning*

INTRODUCTION

The policy of the Minister of Education and Culture during this pandemic is to "prioritize the health and safety of students, educators, education staff, families and communities" (kemdikbud, 2020). Based on education policies during this Pandemic, some learning is done at home (94% of students in the yellow, orange, and red zones). Learning in universities, in all zones, continues to do online learning for theoretical courses. Likewise, practical courses should be conducted online as far as possible or at the end of the semester if it is not possible to do it online. Thus, lecturers will conduct learning from home using electronic devices and students receive learning from their respective homes by the stay-at-home recommendation. Learning from home includes *Work from Home* (WFH).

Even though it's nothing new, during this Pandemic, WFH has become an option to share various things, including learning. Online learning causes changes in communication patterns (Putri & Irwansyah, 2020). Previously, communication was done face to face or verbal communication in the classroom. Oral communication like this is assisted by body movements, gestures, facial expressions, or supra-segmental elements (Chaer, 1994) The elements mentioned above are very helpful in offline classroom learning (offline). Meetings in the classroom that are supported by gestures, intonation, facial expressions are very helpful for students to understand the message of the teacher/lecturer (Alawamleh et al., 2020). The explanation of the material will be supported by the teacher's movements. With this gesture, it is possible for students to better understand the material presented because students can develop imagination and creation (Kirk & Lewis, 2017; Roth, 2001) The imagination and creations they develop are based on the lecturer's movements that appear to support the idea or explanation.

The use of electronic devices, especially mobile phones or smartphones or cellular. is becoming increasingly common in everyday life. Since the pandemic spread. A smartphone is widely used. This tool is no longer only used for two-way communication or limited circles, but more widely. People easily carry out conversations or negotiations using cellphones (Eshghinejad & Moini, 2016). This includes the use of mobile phones in communication between teachers and students, between lecturers and students. Mobile phones have an important role in communication between them (Hershkovitz et al., 2019). Especially during this pandemic, cell phones have an important role. The pandemic has changed the way people communicate (Choi, 2021). From offline lectures to online lectures. From meeting in person to using electronic devices.

In daily life, people become accustomed to using this tool. Its use is not limited by space. The teaching and learning process can be done anywhere as long as there is a signal. This flexibility of use causes students to like the use of cell phones as a learning and communication tool (Ahmad, 2020). As long as there is a signal, the willingness to learn can be realized by putting aside the location   (Adedoyin & Soykan, 2020; *Susah Sinyal, Siswa Ini Pilih Belajar Online Di Pinggir Jalan*, 2020). Learning by the roadside, in the trees, at the terminal, in the waiting room of the

hospital is not an obstacle to participating in teaching and learning activities. The teaching and learning process can also be carried out at home with the assistance of other people, such as parents.

In online learning, lecturers and students are not in the same place. They are separated by distance. Although not close together, communication is expected to run well and smoothly. There was a reciprocal response between the two sides. Communication will be smooth if each communicant understands the norms of politeness in interaction. Each party understands the other's position. The use of polite language will keep the communication going. On the other hand, communication will falter if there is a refusal to use language from the other party. The refusal can occur from the politeness problem of one of the communicants (Sumarna, 2015). Politeness is defined as a strategy to avoid conflict (Leech, 1993). Although politeness is not universal, it can be measured based on certain parameters.

Research on student politeness to lecturers has been carried out by several researchers (Eshghinejad & Moini, 2016; Febianto et al., 2019; Trisnawati & Fussalam, 2020). Even though they both analyze student WA messages to lecturers, the focus of their analysis is different. Likewise, the theory used to analyze is also different. Two researchers explicitly show the theory used in their research. They both analyze the politeness strategies used by students' in communicating with lecturers. ((Eshghinejad & Moini, 2016; Trisnawati & Fussalam, 2020). Meanwhile, Febianto et.al. (2019) analyzes politeness from another perspective. His research is called student ethics analysis. He peeled the language of student politeness from the structure, style of language, and other aspects outside of linguistic problems.

The results of the research on student politeness strategies that have been carried out show that students use positive politeness strategies in communication with lecturers. (Trisnawati & Fussalam, 2020). Notice/attend to the receiver's needs, Intensify interest in the receiver, In-group identity markers, etc. Negative politeness strategies are used in terms of hedging, Be Pessimistic, Minimize the imposition, etc., meanwhile, the politeness strategy research conducted Eshghinejad & Moini (2016) in Iran shows that there is no difference in politeness between male and female students. (Eshghinejad & Moini, 2016).

Taking into account these politeness studies and the results presented, it shows that this research needs to be carried out because the theories used are different. The analysis of politeness strategies is based on the theory of Yule and Brown and Levinson. The parameter used to analyze this research is the Leech theory. These principles are expressed in the maxims of Wisdom, Generosity, Praise, Humility, Approval, and Sympathy (Kunjana, 2005; Leech, 1993).

This research on student language in *WhatsApp* (WA) aims to determine the application of Leech's politeness principles when students communicate with lecturers. It is hoped that the results of this study can be input for lecturers or policymakers to continue to control student ethics, especially in communicating in *WhatsApp*.

The discussion of politeness was proposed by several linguists. Brown and Levinson (Brown & Levinson, 1987) developed a politeness theory with the concept of saving face (face-saving view). This face save can be positive or negative. This positive face-saving refers to the desire to be approved while negative face-saving refers to the desire to determine oneself. This face concept is the basis for politeness theory (Yule, 1996). Politeness is based on closeness, intimacy, the social distance between the speaker, the relative power of the listener over the speaker, and the position of the listener to the speaker (Brown & Levinson, 1987; Rodman, 2001; Senowarsito, 2013). Brown and Levinson's concept is based on the concept developed by Erving Goffman (Goffman & Presentation, 1990).

In this concept, there is an assumption that politeness is a behavior to prevent the speaker and the speech partner from hurting. Things that are unpleasant to be accepted by feelings must be avoided. Avoiding conflict in this communication is a hallmark of politeness. Conflict should be avoided in communication because politeness is the main thing in the universal use of language. The purpose of this courtesy is to establish pleasant communication between the two parties. Communication is made with politeness if in the interaction there is no element of telling others to do according to the wishes of the speaker, nor looking at other people as inferior. Polite attitude or behavior will give other people the opportunity to make choices in acting (Chaer & Agustina, 2010).

Leech views that politeness can be measured in four politeness scales, namely the cost-benefit scale, optionality scale, indirectness scale, authority scale, and social distance scale (Leech, 1993). The Leech politeness scale measures the costs and benefits, the number of choices conveyed by the speaker, the direct or indirect rating of the speech intent, the relationship between the social status of the speaker and the speech partner, and the distance between the speaker and the speech partner. This politeness scale can be used to measure the use of language in social communication. One of them is measuring the level of politeness of students in sending messages via WA

In Leech's view a politeness utterance can be classified into six interpersonal maxims, namely (1) Tact maxim, (2) Generosity maxim, (3) Approbation maxim, (4) Modesty maxim, (5) Agreement maxim, (6) Sympathy. What is meant by maxims are linguistic rules in language communication, namely the rules governing actions, language use, and interpretations related to the interlocutor. One can interpret the politeness of the interlocutor based on the maxims conveyed by Leech. Leech's politeness principle can be described as follows.

Tact Maxim/Wisdom Maxim. Tact maxim is a maxim related to wisdom to reduce the speaker's benefit to himself and maximize the benefit for the other party or speech partner in the speech event. Thus, speakers who can benefit the other party are said to have complied with the principle of politeness.

Generosity Maxim/Maxim of Generosity. In practice, the speaker will maximize the loss to himself and minimize the benefit to himself. The maxim of generosity is a maxim of generosity that

places the addressee as an honorable person. This respect for the other party is done by reducing the benefits for the speaker and maximizing the benefits for the other person/partner.

Approbation Maxim / Maxim of Appreciation. The maxim of appreciation is a maxim that shows respect for the speech partner. In this case, the speaker does not demean or ridicule other people. In this maxim, the speaker elevates the speech partner with words of praise. By respecting others, speakers are considered to behave politely.

Modesty Maxim / Maxim of Simplicity. In the Modesty maxim, speakers are expected to be humble by reducing self-praise. Speakers reduce arrogance or self-aggrandizement. Humility and simplicity can be used as a measure of a person's polite attitude. This maxim requires that the speaker does not place self-respect.

Agreement Maxim/Maxim of Consensus. This maxim reduces the discrepancy between self and others or maximizes the discrepancy between self and others. The speech participants build compatibility in speaking activities. If there is a match, it can be said that the speaker and the speech partner are polite. The requirement for this maxim is to maximize the congruence between the speaker and the hearer and avoid the discrepancy between them

Sympathy Maxim. This maxim is a maxim that expects speech participants to maximize sympathy between one party and another. Here the speaker enlarges sympathy for the other party. The emphasis on sympathy shows that antipathy between the speaker and the hearer can be detrimental. Including this antipathy attitude, for example, cynicism, mocking, looking down on others.

RESEARCH METHOD

This research is called descriptive qualitative research because of several characteristics as a flexible and dynamic data collection process based on facts (Creswell, 2013; Lincoln & Guba, 1985; Sugiyono, 2007; Sutopo, 2006)**.** During the research process, researchers can carry out the data collection process while conducting data analysis. Data reduction is sometimes done to select data that fits the required information. The characteristics that limit qualitative research are descriptive, inductive, intuitive, ethnographic, view the researcher as an instrument, and the use of purposive sampling (Nurdiyani, 2020; Santosa, 2017; Sutopo, 2006).

The use of qualitative descriptive methods in this study will be able to provide broad elaboration possibilities for the data obtained. It is hoped that the qualitative descriptive method this study will be able to provide wide elaboration possibilities for the data obtained. By providing extensive elaboration, in-depth information will be obtained from the data. In-depth information will provide a complete picture of the application of student politeness maxims in WA messages to lecturers. The data obtained are then narrated so as to clarify the understanding of the information.

The source of research data is student WA messages sent to lecturers. Thus, the research location is the lecturer's cellphone. The research location fulfills the main elements, namely setting, actor or participant, event or occurrence (Santosa, 2017; Spradley, 1980). The three elements in determining the location are fulfilled in this study, namely: the location is the cellphones of the lecturers that have been determined; the actors/participants are students who send WA, and events are events that are conveyed by students via WA to each lecturer.

If in the previous section it was stated that the source of the research data was WA messages, the data for this research were sentences or clauses, phrases, and words used by students in the WA messages. Data acquisition is done by using the method of listening then the data is recorded/note-taking. In social research, this listening method is equated with the observation method (Sudaryanto, 1993). Note-taking is a technique. It is an advanced technique of the listening method to record the data obtained. The data from this research are stored in the computer. This study only analyzes students' language forms in WA. However, additional information is needed to determine the event that caused the message to be written.

The qualitative category in this study is based on the fact that what is analyzed are documents, events, and interpersonal communication. The message text in WA is the document in this study. The incident is the content of student messages asking for information or providing information to lecturers. Sending student messages to lecturers is an act of interpersonal communication or interaction between participants. With these characteristics, content analysis can be used as a method, in this case Spradley's theory (Spradley, 1980). According to him, there are four steps in content analysis research, namely domain, taxonomic, componential analysis, and cultural values.

Domain analysis is carried out in the early stages of research to identify facts that can be categorized as data and not data. Characterization of the data is carried out in more detail by classifying the data in the category area according to the situation. The domains in this research are for example lecturers and students. The taxonomic analysis is an organization based on natural categories based on existing theories. For example, here the theory of Leech's Politeness Principle is used as the basis for categorization. Componential analysis is used to relate data in component domains and taxonomies. Analysis of cultural values is an analysis to find the pattern of the relationship between the results of the componential analysis and the use of language.

To determine the linguistic category, the data were analyzed using the basic technique for Direct Elements (BUL) or the segmenting immediate constituency technique. This technique is used to divide the lingual unit of data that supports the direct elements forming the lingual unit (Sudaryanto, 1993). This analysis will provide results in the form of lingual units which will be identified and classified into the category of Leech's politeness principles. The lingual units obtained can be in the form of sentences or clauses, phrases, or words.

RESULTS &DISCUSSION

Research Results

From the data sources, 7 groups of samples can be collected which are then coded. Giving the code according to the data source. The existing data are then classified according to Leech's politeness principle. This tabulation of data is used to determine the frequency of each category of politeness principles. With this tabulation, it is hoped that the research results will be easier to explain and understand

Table 1. Politeness Category Table

Number	Maxim		Source of Data							
			1	2	3	4	5	6	7	∑
1	Tact	(+)	8	5	5	9	3	1	1	32
		(-)	-	-	-	-	-	-	-	-
2	Generosity	(+)	-	-	-	-	-	1	-	1
		(-)	-	-	-	-	-	-	-	
3	Approbation	(+)	3	-	1	11	9	-	10	34
		(-)	-	-	-	-	-	-	-	-
4	Modesty	(+)	6	3	10	18	6	4	18	65
		(-)	-	-	-	-	4		-	4
5	Agreement	(+)	4	4	1	15	10	1	2	37
		(-)	-	-	-	-	-	-	-	-
6	Sympathy	(+)	-	-	-	-	-	-	-	-
		(-)	-	-	-	-	-	-	-	-

Table 1 is a table about Politeness Leech Category. Leech's politeness principles are divided into six categories namely Tact Maxim, Generosity Maxim, Approbation Maxim, Modesty Maxim, Agreement Maxim, and Sympathy Maxim. There is the amount of data that shows the student's politeness/behavior in the WA messages. However, the sympathy maxim was not used by students; only 5 maxims are used. There are seven data sources which are numbered 1-7. The table shows that the positive Modesty Maxim was uses 51 times. Then the Agreement Maxim used 37 times. Furthermore, the Approbation Maxim is used 34 times. Tact Maxim used 32 times. The least used is Generosity Maxim which only used once. All the maxims mentioned are positive politeness. Negative politeness found in Modesty data. There are 4 data which used by number 4 of data source. . To the other maxims, there is no negative form of politeness.

This study indicates that students mostly use the principles of tact maxim, approbation maxim, modesty maxim, and agreement maxim. The modesty maxim is used by students 51 times. This maxim is also the most widely used by students in communicating with lecturers. In the second place, students mostly used the agreement maxim 37 times. The implementation of this principle is related to the attitude of the speech participants not to take advantage of themselves. In this study, the application of the principle of politeness was used by students with sentences. The following are the results of the analysis of each of these maxims.

In the discussions, each example sentence is numbered according to the data source and data. For example, the (1/1) is data number 1 prof the first source. Next example, (4/9) is data number 9 from the fourth data source. So on.

1. *Tact Maxim.* The maxim of wisdom is the most widely used maxim in student WA messages sent to lecturers. The following is an example of a WA message that is categorized as a Tax Maxim.

(1) *Untuk waktu konsul bisa nya kapan ya pak ?* (I/1)
When will the consult time be held, sir?

In this interaction, it seems that students take a position to benefit their lecturers. In example (1), the student gives the opportunity to the lecturer to determine the time for his consultation. Thus, the advantage is in front of the lecturer. Students give benefits to lecturers by ignoring/reducing the benefits to themselves. This means that students will adjust their consultation time based on the lecturer's decision. Students must take the time to follow the lecturer's decisions.

Tact Maxim in this WA message is used by students, for example by providing options that benefit the lecturer, for example in the following sentences.

(2) *…mohon arahan, surat kami antar ke mana Pak, ke kantor atau ke rumah Bapak* (I/9)
…please give me directions, where will we deliver the letter, sir, to your office or your house

(3) *Mohon maaf, mengganggu waktunya* (2/1)
Sorry for interrupting your time

(4) *Bu Is bersedia bimbingan hari apa ya bu?* (2/1)
Bu Is, what day are you available for guidance, ma'am*?*

(5) *Insya Allah kami bisa menyesuaika waktunya …* (2/5b)
Insya Allah, we can adjust the time …

2. *Generosity Maxim.* This is a maxim of generosity or generosity. The maxim of generosity can be found when there is respect by fully giving benefits to others. In this study, there is only one data related to the Generosity Maxim. That's the data.

(6) … *jika iya saya buatkan link gmeet nya bu* (4)
… if it is possible, I'll make a link for the game, ma'am

In this data, students offer to open the *Google Meet* link as a lecture medium. Previously, students asked about the party who would open the learning link, lecturers or students. But then, it was continued, that some lecturers were opened by students' links. Here is the full text of the generosity maxim example.

(6a) *Maaf, bu apakah ini link nya dari kami?*
Excuse me, ma'am, is this link from us*?*

(6b) *Ada beberapa dosen yg linknya dari kami bu, jika iya saya buatkan link gmeet nya bu*

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There are several lecturers whose links are from us, ma'am, if so, I'll make a link to the gmeet, ma'am

Sentence (6a) is not a generosity maxim. This sentence can be categorized as an agreement maxim because it contains/wants an agreement from the speech partner. After an agreement was reached, the student then offered to open the link for the lecture (sentence 6b). The reason for this is that there are several lecturers whose lecture links are also opened by students.

3. *Maxim Approbation*. Approbation maxim is the use of speech by giving appreciation to the speech partner. Such appreciation, for example, does not mock, criticize, or demean other parties. In this study, students show appreciation to the lecturer with the following sentences.

(7)   *Saya meminta bapak untuk menjadi dosen pembimbing* (1/14b)
         I ask you to be a supervisor

(8)   *Konfirmasi kesediaan Bapak menjadi prioritas utama kami* (1/15)
         Confirmation of your willingness is our top priority

(9)   *Saya sampun mengirim tugas* (1/16)
         I have (sampun) sent an assignment

(10)   *…mohon arahannya bu* (3/5c)
         ... please guide me ma'am

(11)   *Baik bu terimakasih informasinya bu* (4/14)
         Alright ma'am, thanks for the information ma'am

Sentences (7-11) can be categorized as approbation maxims. These five sentences realize the respect of students to lecturers. However, the word "ask" is not appropriate to use because the position of students is not on the same level as the lecturer. The use of the word "beg" is more appropriate for students to use to lecturers. The use of the word "priority" can be used as an indicator of approbation because it places the lecturer as the main thing. The diction "*Sampun*" is the word "*Krama Inggil*/ the highest honorific form of javanese" from the Javanese language. The student's choice can be assessed that the student placing the lecturer in a higher position than himself. The phrase "please guide" also shows that students give appreciation to lecturers by placing the lecturers higher than themselves. A thank you note shows respect as well as respect for the interlocutor/lecturer.

4. *Modesty Maxim.* In Modesty Maxim, the speaker is humble by reducing self-praise. This maxim requires/expects the participant to be humble. Examples of data obtained are as follows.

(12)   *Mohon maaf Bu, izin menyampaikan, mahasiswa atas nama Khoirul Hidayat belum melakukan presentasi,* (7/9)
         Sorry ma'am, I ask permission to inform, on behalf of Khoirul Hidayat has not made a presentation,

(13)   *Mohon ketersediaannya untuk mengecek proposal kelompok kami pak*. (1/7)
         Please, check our group proposal, sir.

(14)   *Permisi bu, ijin menyampaikan bu, ibu tibatiba keluar dari Gmeet bu* (4/39)
         Excuse me, ma'am, permit me to inform you, ma'am, that you suddenly left Gmeet

The students' WA messages to the lecturers above imply the students' humility / humility. The use of the word "sorry, excuse me, permit (: permission)" implies humble politeness. Humility is a simple attitude, not self-exalted, not arrogant. These words can minimize unwanted bad conditions or eliminate hostility. The use of these words is usually at the beginning of the speech/message as in the example sentences (12-14). In these examples, it can be seen, its use is at the beginning of the sentence. This can be intended so that what is conveyed in a WA message does not offend or cause displeasure in the recipient of the message.

In Maxim modesty, there is data that shows student impoliteness. Examples of these data are as follows.

(15) *Saya ingin menyerahkan file. Untuk presentasi nanti, soalnya saya terlambat menyerahkan ke teman saya untuk dijadikan 1 file* (5/1)
I would like to submit a file. For the presentation later, because I was late in submitting it to my friend to be included in 1 file

(16) …. *ijin bertanya bu, untuk pagi ini ada pertemuan melalui gmeet atau tidak ya bu?* (5/2)
Excuse me, ma'am, for this morning is there a meeting through gmeet or not, ma'am?

(17) … *aku buatin link nya bu* (5/4)
I will make the link for you, ma'am

Sentences numbers (15-17) can be categorized as sentences that do not have politeness. The three sentences have differences in the category of impoliteness. Sentence (15) is considered impolite because it does not use preface or greeting words first

5. *Agreement Maxim.* The principle of consensus is in second place used by students to their lecturers. This principle was used by students 37 times. This consensus principle is used to obtain agreement between lecturers and students. Lecturer and student consensus, for example, is an agreement on the time of the teaching and learning process, an agreement on the time of guidance, and so on. The occurrence of an agreement indicates the application of the principle of politeness in the interaction. In this study, the form of consensus data can be exemplified.

(18) Tetap dikumpulkan berarti ya Pak*?* (2/4c)
Does that mean it is still being submitted, sir? (Student questions)

[*Iya, dikumpulkan* (jawaban dosen)]
[Yes, submit it (lecturer's answer)]

The speech in conversation (18) shows an agreement between the lecturer and the student. At first, it was the students who opened the conversation with questions to seek agreement between the two parties. Lecturers provide answers that agree with the opinions/questions raised by students. If there is an answer that is by the question, it can be stated that in the speech there is an agreement, agreement, or match. If so, in the speech there is politeness.

In this consensus text, the form of student speech is in the form of interrogative sentences. The use of this interrogative sentence is intended to seek consensus with the lecturer. The form of

agreement in this data relates to the agreement on lecture time, guidance, assignment collection time, lecture system. The following are examples that students use in their messages to reach an agreement

(19)   *…mungkin habis zuhur, apakah ibu bisa?* (5/6b)
          ...maybe after zuhur (mean: afternoon), can you do it

(20)   *Apakah Bapak berkenan menjadi dosen pembimbing kelompok saya* (1/5)
          Are you willing to be my group supervisor

(21)   *…waktunya seperti biasa atau mengikuti kalender Ramadhan ya Bu* (7/5)
          ...as usual schedule or following the Ramadan schedule, ma'am

(22)   *Apakah presentasi dilakukan minggu depan Bu?* (6/9)
          Is the presentation done next week, ma'am?

6. *Sympathy Maxim.* This maxim relates to feelings of sympathy for the other party. In this study, the use of the sympathy maxim was not found. The absence of the sympathy maxim may occur because the lecturer does not communicate or events that trigger the emergence of this maxim. For example, the sympathy maxim will appear when an accident occurs by saying, "I wish you get well soon" or "condolences". Because these things do not happen, this maxim is not found in the data.

Research Discussion

The development of the use of Smart Phone has developed and increased. However, historically, the use of cell phones was prohibited by most teachers because they were considered distracting (Thomas et al., 2013). Things that are considered disturbing, for example, the use of cell phones can affect students' concentration in learning because they will occasionally look at the phone. The sound of the telephone ringing can also interfere with the seriousness of the class is studying the subject matter. However, in its development, HP has benefits in providing education. Furthermore, in his research, (Thomas et al., 2013) stated that 69% of the teachers studied thought that HP had benefits for students in doing school assignments. Moreover, with the many devices and applications built into it, HP further increases engagement, motivation, and productivity. One application that is widely used in education/teaching is *WhatsApp* (Tragant et al., 2020). In later developments, even WA applications can be combined with communication technology so that they become efficient devices (Calvo & Carbonell, 2017).

In teaching/education during this pandemic, WA plays an active role in establishing communication between students and lecturers. This application connects both parties to establish closeness in the teaching and learning process. Students and lecturers send messages to each other via WA to request or provide information. The ongoing communication can be run well because of the student's politeness values. This polite attitude/behavior can be used as an indicator of the existence of social distance between them (Westbrook, 2007). The relationship between lecturers and students is distant because each has a different stance. However close they are, there will still

be a different position between the two parties. A close relationship between a teacher or a lecturer refers to the closeness to the friendly attitude of the lecturer or the attitude of the teacher who pays attention to his students (Maulana et al., 2014). However, the closeness and intimacy still pay attention to the acceptable politeness between them (Brown & Levinson, 1987).

In electronic media such as email, SMS, and *WhatsApp*, politeness is a priority aspect (Bunz & Campbell, 2004; Eshghinejad & Moini, 2016; Flores-Salgado & Castineira-Benitez, 2018). In various types of communication, whether to convey something or ask someone else to do something, it is necessary to use polite language. The use of polite language is the application of politeness norms in various communities and cultures. Included here is the community in learning: there are students, students, and teachers or lecturers. Within each of these communities, there is the application of mutually agreed norms. Even though the agreement was not written down, each party stands in their respective position so that communication will be enjoyable.

The results of this study indicate that students use language that is by the theory of politeness. Even though they communicate online with their cellphones using the *WhatsApp* application, this does not reduce their politeness to lecturers. Vocabulary and structure used are considered to elevate the second party, namely the lecturer. Apologies, ask for permission, thank you, ma'am, which is generally used at the beginning and end of the word to realize this attitude. Although sometimes these words can be found in the middle of the message sentence.

In general, the results showed students' politeness in their messages. The occurrence of deviations in these messages is understandable considering that students come from environments that have different language habits. Differences in language habits can cause differences in politeness in word choice and sentence structure (Joo, 1999). So, diction or sentence structures that are considered polite by students can be considered not to comply with Leech's politeness principles.

CONCLUSION

The purpose of this study was to analyze the language of the students of the Semarang State Polytechnic Electronics Study Program in WA messages sent to lecturers. In this study, the following conclusions can be drawn. In sending WA, students will open and close messages sent with applicable linguistic expressions. Some students will introduce themselves before delivering the content of the message. This speech act expresses the polite attitude of students to lecturers. This polite attitude is realized in the maxims of tax maxim, approbation maxim, modesty, and agreement maxims which show the politeness of students in communicating with lecturers. In essence, in each of these maxims, there is a humble attitude from students as speakers to lecturers as speech partners to establish smooth communication.

Unnoticed by the students, Leech's principles of politeness were applied to them in messages sent to lecturers, although not all of these principles could be found. The application of the politeness principle is spread across 5 categories of Leech's 6 politeness categories. There is one category that students do not use in their messages, namely maxim sympathy. Maxim generosity is used only once by students. With these results, it seems that there is a need for coaching students to increase generosity. However, besides that, it is necessary to develop students' courage to express the feelings of generosity that are actually in their hearts. With data sources, data, and methods of analysis, this research can still be further developed both from theory, methodology, and depth of material.

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