STUDENTS’ PERCEPTION OF LANGUAGE POLITENESS IN AN ONLINE LEARNING

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Abstract
This research aims to describe students’ perception of language politeness in an online learning. The method used in this research was qualitative descriptive. The population of the research was all undergraduate students of General English subject in a private university in east Jakarta. The sample was taken using purposive sampling which focuses on first semester students, in this case 116 respondents. Data collection was taken by giving questionnaire through Google Forms. The questionnaire was made using verbal indicators such as language style, deixis, punctuation and six maxims of politeness by Leech and non-verbal features such as attire and paralinguistic aspects. The result shows if in general, the students’ perception to politeness in an online learning dominantly showing positive perception.

Keywords: Politeness, Students’s Perception, Online Learning

INTRODUCTION
Pandemic which stroke our world since 2019 is not the only reason why online becomes the most ideal optional mode in most of human activities. It is 4.0 Industrial Revolution which holds the most important role to start this change and then pandemic which force it. The idea of internet of things has disrupted in many aspects such as economic, science, and technology, and this idea also effects education life (Maemunah, 2018).

The disruption has made education transforming into various modes of learning. Learning mode is no longer dominated by physical meeting or face to face meeting. The learners are now introduced by online learning and forced to get used to. Online learning is a learning process which is based on computer. (Thorne, 2003). In the beginning, the computer which is integrated with internet functions as computer-based learning or CBL. After some development, the computer has been replaced by smart phone. It has made the learning process becoming more flexible and can be easily accessed. Space is no longer an obstacle in this situation. The learners are able conducting learning process synchronously or asynchronously (Isman, 2016).
Online course has some characteristics such as constructivism, social constructivism, community of learners, website usage, interactions, independency, accessibility, and enrichment (Dirjen, 2016). These characteristics have brought some impacts to all users. All members of education are forced to adjust to the changing such as the changing of media, the material, or even the language is used during the learning process. There are several platforms can be used in online course from written interaction such as whatsapp or google classroom, audio-visual presentation such us powerpoint, and audio-visual interaction which involves third party such as zoom, webex or google meet. The members of education are suggested to make an agreement concerning the platform is going to be used. Based on the questioner made by the writer to 116 undergraduate students in a private university, it is seen if whatsapp becomes the first choice which shown by 73.5%, then google meet 13%, and zoom 8.6%.

Each choice of online mode of learning has its own regulations should be noticed by the user, named it politeness. Politeness defined by Rahadi (2005) as speech act which is marked by some politeness expression such as help, please, go head, come on, let’s go, hope, sorry, and thank you. In this case, politeness requires an expression to be applied. Markhamah dan Sabardila (2009) mention if politeness is a language used by the speaker in communication in such a way so that the hearer will not be offended or oppressed. While Leech (2011) formulates politeness into six maxims which are tact, generosity, approbation, modesty, agreement, and sympathy. Each of the maxims has their own principles. Principles for tact maxim are formed by making least damage and most benefit for someone else. Generosity maxim are formed by making least benefit and most loss for ourselves. Both tact and generosity maxims use pragmatic scale which are profit and loss. Approbation maxim has principles such as least criticizing and most praising someone else. Modesty maxim is formed by least praising and most criticizing ourselves. This maxim is expressed by speech act expressive and assertive. The agreement maxim is formed by making agreements as much as possible between the speaker and the hearer. The last maxim is sympathy which is formed by maximizing sympathy and minimizing antipathy to the hearer.

Other features that determine in developing politeness are language style, deixis, punctuation. Language style consists of different levels of formality which are informal, less
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formal, formal, extremely formal (Sheikha & Inkpen, 2011). An online learning is assumed to be a formal situation therefor it demands formal style, formal deixis, and right punctuation.

Politeness seems cannot avoid the impact of disruption since the modes of interacts are also changing. There are some features in language now come up as rules, such as emoticons and capitalization. It is now very common to use emoticons during the written interactions. Emoticons in written interaction such as whatsapp can be classified as sign which is used to represent the sender’s emotion (Purnomo & Muhibbin, 2018). In the beginning, the word of emoticons is a fusion of emotion and icon which are used to represent emotion of the speaker. Nowadays, emoticons go far beyond emotion and become pragmatics markers (Skovholt, Grønning, & Kankaanranta, 2014). The usage of emoticons can also cause misunderstanding during the interaction if it is not used in a right condition.

Besides written interaction, audio visual interaction has also caused changing in considering a politeness. Language is no longer the only feature of politeness since culture and also paralinguistic feature have determined politeness in communication. Casual attire and body language are now considered as important items during the communication. It is considered unpolite to turn off the video during the zoom meeting session or turn on the microphone during other people session. In order to build a communication such as in an online learning, it is important for the users to accustom with those non-linguistic features. Some studies of language politeness have been conducted such as study by Parancika an Setyawan (2020) entitled Analisis Kesantunan Berbahasa Mahasiswa Universitas Bina Sarana Informatika dalam Berinteraksi dengan Dosen Melalui Pesan Singkat Whatsapp: Kajian Pragmatik. The study discovers if some undergraduate students are considered unpolite during their interaction by using unformal style. Another study conducted by Budiwati (Yustisiana & Sari, 2016) entitle Fenomena Penggunaan Emoticon pada Facebook dan Blackberry Messenger sebagai Alternatif Komunikasi Non-Verbal. This study reveals if the interaction happened in informal situation by using unformal and casual style which is considered as unpolite. A relevant study is also conducted by Purnomo and Muhibbin (Purnomo & Muhibbin, 2018) entitled Analisis Semiotika terhadap Penggunaan Emoticon Whatsapp dalam Komunikasi Interpersonal Antar Mahasiswa Ilmu Komunikasi Angkatan 2013. This study finds if emoticons cannot be used randomly without notifying the situation of communication because it will lead to user’s conflict.
Since the changing happens rapidly, impoliteness may also occur for unknowing condition of the language users, in this case undergraduate students’ perception. Desiderato (1976) explains that perception is an experience regarding objects, events and relationships obtained through summarizing information and interpreting messages. Thus, perception gives meaning to sensory stimulation (Malihatin, 2012). A similar understanding of perception related to sensory stimuli was proposed by Branca (1964) that perception is a process that is preceded by sensing. Another expert Moscowitz and Orgel (1969) states that perception is an integrated process of stimulation received by individuals (Walgito, 2009).

Based on the background and relevant studies above it is clearly can be see if politeness has reshaped and demands extra principles should be obeyed. The purpose of this research is to discover the undergraduate students’ perception to politeness within online learning.

**RESEARCH METHOD**

The method used in this research was qualitative descriptive. The population of the research was all undergraduate students of General English subject in a private university in east Jakarta. The sample was taken using purposive sampling which focuses on first semester students, in this case 116 respondents. Data collection was taken by giving questionnaire through google form. The questionnaire was made using verbal indicators such as language style, deixis, punctuation and six maxims of politeness by Leech and non-verbal features such as attire and paralinguistic aspects. The questionnaire was arranged into two parts which were closed questions and opened questions. The answers provided for closed questions consist of yes, no, and sometimes. Opened questions given to describe the reason of their answers. Data were analyzed using qualitative analysis consisted of data collection, data reduction, data representation, and conclusion.

**FINDINGS AND DISCUSSION**

The questionnaire was filled by first semester undergraduate students form General English classroom which consisted of 74.1% of female and 25.9% of male.
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Diagram 1: Respondent’s Description

The questionnaire consisted of 23 questions made using verbal indicators such as language style, deixis, punctuation and six maxims of politeness by Leech and non-verbal features such as attire and paralinguistic aspects. The dissemination of indicators can be seen in the following table:

Table 1: Indicators of Politeness

<table>
<thead>
<tr>
<th>Aspect</th>
<th>No Feature</th>
<th>Feature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistics</td>
<td>1 Maxim Politeness</td>
<td>2, 4, 15, 16, 21, 22</td>
</tr>
<tr>
<td></td>
<td>2 Language style, deixis, punctuation</td>
<td>3, 5, 6, 7, 8, 9, 10, 11, 13</td>
</tr>
<tr>
<td>Non-Linguistics</td>
<td>1 Culture</td>
<td>18, 19, 20, 23</td>
</tr>
<tr>
<td></td>
<td>2 Paralinguistic aspects</td>
<td>12, 14, 17</td>
</tr>
</tbody>
</table>

Students’ Perception of Maxim Politeness

**Question 2: Do you follow every agreement decided in online learning?**

Based on the questionnaire, 94.8% of respondents answered ‘yes’ and 5.2% answered sometimes. Before the online learning was conducted, the students and the lecturer agreed to arrange a contract to maintain the learning process. It is considered impolite if during the learning process one of the parties is not following the agreement. It can be concluded that majority of the students hold the maxim of agreement politeness which maximize agreement and avoid disagreement.

**Question 4: Do you use ‘help’ when asking for help in online course?**

Based on the questionnaire, 89.7% of respondents answered ‘yes’ and 10.3% answered ‘no’. It can be concluded that majority of the students hold maxim politeness since they choose to use politeness marker ‘help’ which is used for asking someone’s favor (Rahardi, 2005).
Question 15: Do you ask a permission before giving opinion in an audio-visual online learning?

Based on the questionnaire, 82.8% of respondents answered ‘yes’ and 17.2% answered ‘no’. The students asked permission first before conveying their opinion. This action showed a politeness of agreement. It can be concluded that majority of the students hold maxim politeness of agreement.

Some reasons of asking permission given by respondents are to act polite, to honor the lecture, to avoid a contention among the students, and to avoid cutting someone’s else utterance. While the reasons given from those who answered no because they do not know.

Despite of not knowing, asking a permission before stating something in a formal situation hosted by someone is a polite manner.

Question 16: Do you praise other students when they get good result in an audio-visual online learning?

Based on the questionnaire, 73.3% of respondents answered ‘yes’ and 26.7% answered ‘no’. Praising someone else in interaction is a polite manner. It shows a maxim of approbation. It can be concluded that majority of the students hold maxim politeness of approbation.

Some reasons of praising someone else given by respondents are to show appreciation, to motivate someone else, to admit someone’s else superiority, or to support their friend. While the reasons given from those who answered no because they think praising is not something special.

Despite of their thought of appraising, it is considered polite action to give compliment to other people since it is a form of appreciation.

Question 21: Do you interrupt someone’s else utterance in an audio-visual online learning?

Based on the questionnaire, 99.1% of respondents answered ‘no’ and 0.9% answered ‘yes’. Interrupting someone’s else utterance is considered as impolite manner. The opposite way, giving someone else time to finish their words is a form of maxim politeness of tact by minimizing someone’s else loss. It is a form of wisdom. It can be concluded that majority of the students hold maxim politeness of tact.
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Most of respondents answered ‘no’ agreed if interrupting someone’s else utterance was impolite action and considered that action as underestimating act.

Along with their thoughts, not interrupting utterances and giving time for someone else to finish his word are polite action.

**Question 22: Do you make fun someone’s else mistakes in an audio-visual online learning?**

Based on the questionnaire, 85.3 % of respondents answered ‘no’ and 13.8 % answered ‘sometimes’, and 0.9% answered ‘yes’. Making fun of someone else is contrary action of praising. By rejecting this act, someone is considered polite. It can be concluded that majority of the students hold maxim politeness of approbation.

Most of respondents answered ‘no’ agreed if making someone’s else utterance was impolite action and considered if making mistake in learning process was a normal thing. Therefore, rejecting of making fun is a polite act.

**Students’ Perception of Language Style, Deixis, Punctuation**

**Question 3: Is deixis an important feature in a written online learning?**

Based on the questionnaire, 90.5 % of respondents answered ‘yes’ and 9.5% answered ‘no’. During the interaction, it is important to maintain social balancing, phycology, and hospitality among interlocutors (Prayitno, 2009). Deixis is one element should be noticed when interlocutors interact. It can be concluded that majority of the students are polite.

**Question 5: Do you use capital letters in a written online learning?**

Based on the questionnaire, 8.6 % of respondents answered ‘yes’ and 91.4% answered ‘no’. Capital is used in front of first letter of proper name, place, or first word in a sentence (Widya in Lestari & Indihadi, 2019). Using word with all capital letters in written interaction considered as language deviation and understood as something else. When someone use capital letter in written online it will be assumed as screaming action, and it is not polite to speak using high pitch. It can be concluded that majority of the students are polite since they were avoiding using a capital letters word.
Most of respondents answered ‘no’ agreed if using capital letter shows anger or impolite. While some other respondents answered ‘yes’ stated if using capital letter is aimed to make the utterance clearer.

**Question 6: Do you use initialized words in a written online learning?**

Based on the questionnaire, 15.5 % of respondents answered ‘yes’ and 84.5% answered ‘no’. Initialized words or abbreviation is a process of shortening words by merging letters or syllables from several words into one word. One of abbreviation form is by preserving the first three letters of words (Kridalaksana in Asih & Wahyuni, 2020). Despite of it, it is considered impolite to use initialized words of the words derived from unformal style during the online learning, such as ‘omg’ or ‘otw’. It can be concluded that majority of the students are polite since they were avoiding using initialized words of the words derived from unformal style during the online learning, such as ‘omg’ or ‘otw’.

Most of respondents answered ‘no’ agreed if using initialized words of the words derived from unformal style during the online learning, such as ‘omg’ or ‘otw’ as impolite action. While some other respondents answered ‘yes’ stated if initialized words were easier to be written.

**Question 7: Do you use abbreviated words such as info. in a written online learning?**

Based on the questionnaire, 31% of respondents answered ‘yes’ and 69 % answered ‘no’. Abbreviation is a process of shortening words by merging letters or syllables from several words into one word. One of abbreviation form is by preserving the first three letters of words (Kridalaksana in Asih & Wahyuni, 2020). Despite of it, it is considered impolite to use abbreviated words such as ‘info. It can be concluded that majority of the students are polite since they were avoiding using abbreviated words during the online learning, such as info.

Most of respondents answered ‘no’ agreed if using abbreviated words as impolite action and not every people could understand abbreviated word that could cause misunderstanding. While some other respondents answered ‘yes’ stated if abbreviates words were faster to be written.

**Question 8: Do you use number to replace reduplicated words in a written online learning?**
Based on the questionnaire, 25.9% of respondents answered ‘yes’ and 74.1% answered ‘no’. Reduplication is a process of grammatical items’ repetition whether partially or whole part (Ramlan in Pangastryan, 2017). The process of reduplication conducted by repeating partial grammatical item of word or whole part connected by dash. In language deviation, the reduplication replaced by number, such as number 2 like in saudara2. It is considered impolite to use number to replace whole reduplicated words in a written online learning. It can be concluded that majority of the students are polite since they were avoiding using number to replace reduplicated words in a written online learning. Most of respondents answered ‘no’ agreed if using number to replace reduplicated words as impolite action and incorrectly in grammar. While some other respondents answered ‘yes’ stated if using number to replace reduplicated words was faster to be written and clearer.

**Question 9: Do you use emoticons in written online learning?**

Based on the questionnaire, 64.7% of respondents answered ‘yes’ and 35.3% answered ‘no’. Emoticons are symbols which are produced by innovatively repurposing and also blending the existing symbols in order to create something new (Thompson & Filik, 2016). Most of the time, emoticons can represent the unwritten feeling of the writers. On contrary, emoticons can be misunderstood if they are used in wrong situations. Learning is a formal situation so it demands formal features involved in it. Emoticons are considered impolite to be used during this section. It can be concluded that majority of the students are less polite since they like to use emoticons during the online learning.

Some of respondents answered ‘no’ agreed if using emoticons as impolite action. While most respondents answered ‘yes’ stated if using emoticons was useful to represent their feeling, to express something, or even to make the learning process to become more relaxing.

**Question 10: Do you use numbers to replace words in a written online learning such as in b2, s7?**

Based on the questionnaire, 7% of respondents answered ‘yes’ and 10.3% answered ‘no’. Reduplication is a process of grammatical items’ repetition whether partially or whole part (Ramlan in Pangastryan, 2017). The process of reduplication...
conducted by repeating partial grammatical item of word or whole part connected by dash. In language deviation, the reduplication replaced by number, such as number 2 or 4 like in b2, b4. It is considered impolite to use number to replace partial reduplicated words in a written online learning. It can be concluded that majority of the students are polite since they were avoiding using number to replace partial reduplicated words in a written online learning.

Most of respondents answered ‘no’ agreed if using number to replace reduplicated words as impolite action and incorrectly in grammar. While some other respondents answered ‘yes’ stated if using number to replace partial reduplicated words was a lot simpler.

**Question 11: Do you use informal words in a written online learning?**

Based on the questionnaire, 19.8% of respondents answered ‘yes’ and 80.2% answered ‘no’. Informal interaction occurs when the interlocutors have the same position whether in social or economic so they may interact freely (Rukiah, 2010). In an online learning process, it is obvious if the position of lecture is higher than his/her students that makes informal situation is not allowed to be happened. It can be concluded that majority of the students are polite since they were avoiding using informal words in a written online learning.

Most of respondents answered ‘no’ agreed if informal words as impolite action and incorrectly in grammar. While some other respondents answered ‘yes’ stated if using informal words was their habits.

**Question 13: Do you use informal words in an audio-visual online learning?**

Based on the questionnaire, 4.3% of respondents answered ‘yes’ and 95.7% answered ‘no’. Informal interaction occurs when the interlocutors have the same position whether in social or economic so they may interact freely (Rukiah, 2010). In an online learning process, it is obvious if the position of lecture is higher than his/her students that makes informal situation is not allowed to be happened. It can be concluded that majority of the students are polite since they were avoiding using informal words in an audio-visual online learning.

Most of respondents answered ‘no’ agreed if informal words as impolite action and incorrectly in grammar. While some other respondents answered ‘yes’ stated if using informal words was encourage by their lack of knowledge.
Students’ Perception of Culture Aspect

Question 18: Do you use casual attire in an audio-visual online learning?

Based on the questionnaire, 51.7% of respondents answered ‘yes’ and 48.3% answered ‘no’. Style of dressing and appearance act to find distinct feeling that increase role of performance. One’s feeling of prominence is improved when the different portions of the whole, body, and clothes, unite (Flugel in Rubinstein, 2018). It is clear if every situation demands its own attire as a doctor require his/her white suit. An audio-visual online learning is a formal situation that needs a formal attire. It can be concluded that majority of the students are less polite since they were using casual attire in an audio-visual online learning.

Some of respondents answered ‘no’ agreed if using casual attire as impolite action, lack of ethics, and not showing respect to lecture. While most other respondents answered ‘yes’ stated if using casual attire because it made them more comfort and relax. They also assumed if the audio-visual online learning conducted from home so they felt free to use any attire they liked.

Question 19: Do you turn on the microphone all the time in an audio-visual online learning?

Based on the questionnaire, 18.1% of respondents answered ‘yes’ and 81.9% answered ‘no’. The right procedure in operating an audio-visual online application such as zoom or google meet is by unmuting the microphone when other people speak (Syaharuddin, 2020). Turning on the microphone all the time in an audio-visual online learning is analogized to speak all the time. It can be concluded that majority of the students are polite since they were muting the microphone when other people speak an audio-visual online learning.

Most of respondents answered ‘no’ agreed if turning on microphone all the time as impolite action because that action could bother the learning process, cause sound distortion, and lessen focus the other participants. While some other respondents answered ‘yes’ stated if turning on microphone all the time made them easy to convey their thought.

Question 20: Do you turn off the camera all the time in an audio-visual online learning?
Based on the questionnaire, 47.4 % of respondents answered ‘yes’ and 52.6 % answered ‘no’. An audio-visual online learning such as zoom or google meet is a learning platform which enables students and lectures to meet face to face virtually (Kusuma&Hamidah in Rasyid, Amaliyah, & Nurlaili, 2020). It is clear if the purpose of an audio-visual online learning to facilitate students and lecturer. It can be concluded that majority of the students are polite since they were turning on the camera during an audio-visual online learning.

Most of respondents answered ‘no’ agreed if turning on the camera during an audio-visual online learning as a unwritten regulation and a form of respecting lecture. While some other respondents answered ‘yes’ stated if they turned off the camera during an audio-visual online learning because they had not prepared themselves, not supporting condition or because the signal problem.

**Question 23: Do you leave a virtual meeting without giving a notice first?**

Based on the questionnaire, 89.7 % of respondents answered ‘yes’ and 10.3% answered ‘no’. An audio-visual online learning such as zoom or google meet is a learning platform which enables students and lectures to meet face to face virtually (Kusuma&Hamidah in Rasyid, Amaliyah, & Nurlaili, 2020). It is clear if an audio-visual online learning should be treated as face to face meeting. That is why leaving a virtual room is analogized as leaving the real class. It can be concluded that majority of the students are polite since they leaving an audio-visual online learning by giving notice first.

Most of respondents answered ‘no’ agreed if leaving an audio-visual online learning by giving notice first as a form of respecting lecture and it was impolite to leave without notifying first. While some other respondents answered ‘yes’ stated if they left an audio-visual online learning without giving notice first because the signal problem.

**Students’ Perception of Paralinguistic Aspect**

**Question 12: Do you point your fingers in video online learning?**

Based on the questionnaire, 7.8 % of respondents answered ‘yes’ and 92.2 % answered ‘no’. Pointing fingers implies gestural message of dislike to the object being pointed (Diniati & Pratiwi, 2018). It is clear if pointing fingers while uttering something may be considered as an impolite action. It can be concluded that majority of the students are polite since they
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were not pointing their fingers while uttering something during an audio-visual online learning.

Most of respondents answered ‘no’ agreed if pointing their fingers while uttering something during an audio-visual online learning was impolite. While some other respondents answered ‘yes’ stated if they pointed their fingers while uttering something during an audio-visual online learning because of accidentally forgot.

Question 14: Do you attend a virtual meeting in unformal manner?

Based on the questionnaire, 5.2 % of respondents answered ‘yes’ and 94.8 % answered ‘no’. An audio-visual online learning such as zoom or google meet is a learning platform which enables students and lectures to meet face to face virtually (Kusuma&Hamidah in Rasyid, Amaliyah, & Nurlaili, 2020). It is clear if a virtual meeting requires a formal manner such as gesture. It can be concluded that majority of the students are polite since they were joining an audio-visual online learning formally.

Most of respondents answered ‘no’ agreed if joining an audio-visual online learning formally was polite act. While some other respondents answered ‘yes’ stated if they joined an audio-visual online learning informally because they were not accustomed to.

Question 17: Do you use high pitch in an audio-visual online learning?

Based on the questionnaire, 2.6 % of respondents answered ‘yes’ and 97.4% answered ‘no’. An audio-visual online learning such as zoom or google meet is a learning platform which enables students and lectures to meet face to face virtually (Kusuma&Hamidah in Rasyid, Amaliyah, & Nurlaili, 2020). It is clear if a virtual meeting requires a formal manner including tone. It is considered impolite to use high pitch all the times. It can be concluded that majority of the students are polite since they were not using high pitch an audio-visual online learning.

Most of respondents answered ‘no’ agreed if using high pitch all the times was impolite action. While some other respondents answered ‘yes’ stated if they used high pitch all the times audio-visual online learning informally because they were not accustomed to.
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CONCLUSION

Based on discussion, viewed from linguistic aspect such as politeness maxim, all respondents had positive perception. From 6 questions, all questions responded dominantly by polite perception. While based on their perception to language style, deixis, punctuation, the result discovers if they had positive perception, except for the usage of emoticons. From 9 questions, only 1 question which was responded by impolite perception. Other aspect of politeness such as culture and paralinguistic aspects showed positive responds. From 7 questions of non-linguistics aspects of politeness, only 1 question which was responded by impolite perception. In general, it can be seen if the students’ perception to politeness in an online learning dominantly showing positive perception.

Based on the research it can be seem that politeness in digital is changing. The changing need to be responded positively since conventional education starts transforming into digital education. All education members should ready to change their behavior, including to rethink about politeness.

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