

## Implementation of Leech's General Strategy of Politeness Theory used by Students when Having Conversations with Teachers in the Context of the Teaching and Learning Process Via Whatsapp



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**ABSTRACT:** This study aims to explore the primary data of speech and describe in more detail the form of language politeness used by students in speaking when interacting with teachers in the context of teaching and learning conversations through the WhatsApp application. This research focuses on analyzing all utterances used by students that are included in the principles of language politeness based on Leech's General Strategy of Politeness Theory. The research approach used is qualitative approach with explorative descriptive method. In collecting data, this study used the listening method with explorative recording technique, documentation technique, and note-taking technique as well as unstructured interview method. The collected data were analyzed by using descriptive analysis method. The data of this research is in the form of students' written speech in WhatsApp. The result shows that based on the students' data, there are total of 321 data utterances which are divided into seven forms of language politeness utterances included in the theory of language politeness by Leech (2014), namely generosity maxim 1 utterance, tact maxim 3 utterances, modesty maxim 7 utterances, obligation maxim (of S to O) 297 utterances, obligation maxim (of O to S) 5 utterances, agreement maxim 4 utterances, and feeling reticence maxim 4 utterances.

**KEYWORDS:** Leech's General Strategy of Politeness Theory, Language Politeness, Students, Chatting, WhatsApp, Conversational context of teaching and learning process.

### INTRODUCTION

Politeness is behavior that is expressed in a good or ethical way (Zamzani et al., 2011, p. 35). Polite is behavior that is based on consideration of the feelings of others so that they are not offended or their face is not threatened (Gunarwan, 2007, p. 102). Politeness encompasses actions that are regarded as "polite", it covers a wide range of actions, both linguistic and non-linguistic, and how these actions vary depending on the context (Culpeper, 2011, p. 394). It can be said that the assessment to reach the point of politeness has many interrelated and complex components ranging from linguistic aspects to norm rules.

The Industrial Revolution 5.0 is a new phase in global development. This phase is characterized by an era of collaboration between humans and technology. This change became apparent when the Covid-19 pandemic spread throughout the world. However, there are still weaknesses in digital literacy, mainly related to the lack of courtesy in using social media. Based on data released by Microsoft in February 2021 regarding the Digital Civility Index 2020, internet users in Indonesia were recorded to have the lowest level of civility in the Southeast Asia region, placing them in the fourth quartile zone (Microsoft, 2021, pp. 54-55).

Whereas previously in February 2020, Microsoft also released the Digital Civility Index 2019, which Indonesia was in a better position, ranking 11th out of 25 countries (Microsoft, 2020, p. 36). Indonesia's score increased by eight points, from 67 points in 2019 to 76 points in 2020 and ranked 29 out of 32 countries. In this index, the meaning of the score is the higher of the score means that the lower the level of civility.

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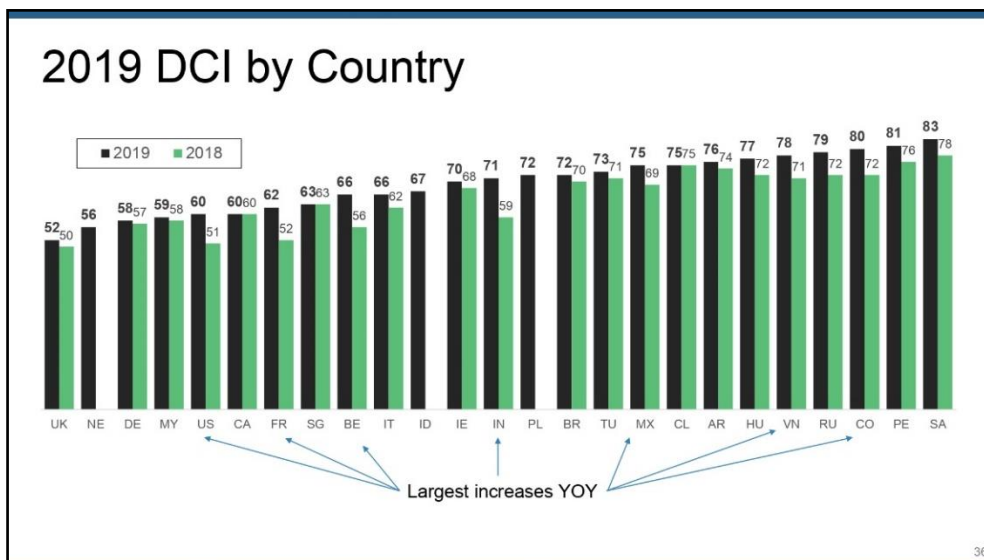


Figure 1 Infographic Report Results from Microsoft: Digital Civility Index 2019

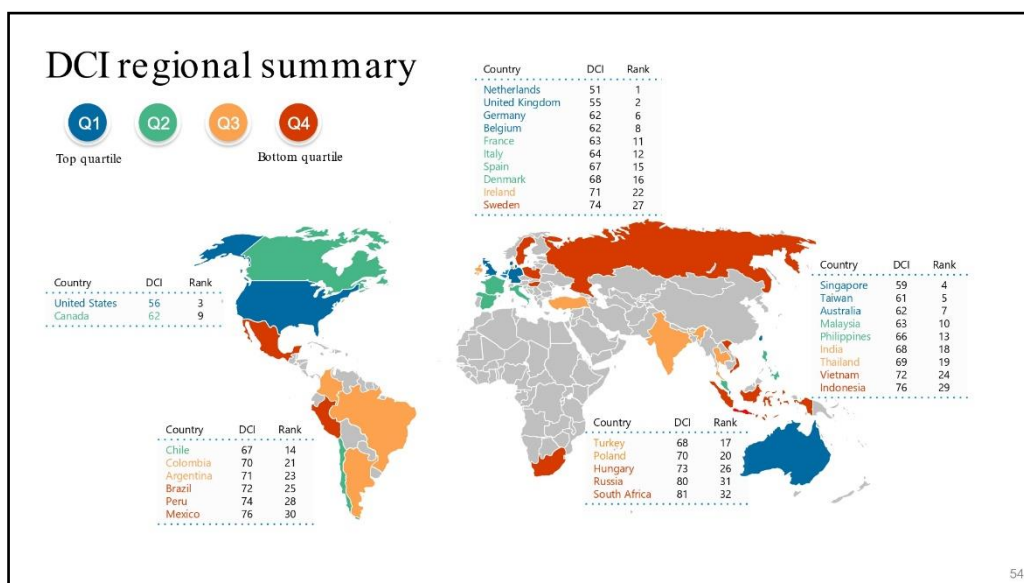


Figure 2 Infographic Report Results from Microsoft: Digital Civility Index 2020

The data findings are highly influential and indirectly add to the challenges in education in Indonesia. This becomes important when viewed from the fact that online learning and communication through social media has now become a core part of the "new normal" in the post-pandemic in the education system. This condition is also supported by rapid advances in science, technology and communication, which are optimally utilized, especially in the education sector.

Learning is a complex process that involves various parties. For example, at the higher education level there are interactions between students and lecturers, while at the primary and secondary education levels there are interactions between students and teachers. One other important aspect that supports the learning process whether intracurricular, cocurricular, and/or extracurricular are the aspects of effective communication.

Currently, WhatsApp (WA) is the main social media platform used as a means of communication and delivery of messages to other individuals (Trisnani, 2017, p. 12). It is not surprising that in today's digital era, social media applications, especially WhatsApp, have become one of the popular online communication tools in the world of education. When the Covid-19 pandemic occurred, the use of WhatsApp in the educational environment experienced a significant increase.

Until 2025, the positive benefits of WhatsApp will continue to be widely used by students and teachers to communicate. For example, from the student side, students can discuss with other students or with teachers in groups and students can also ask teachers through private messages if they have difficulty understanding certain subject matter. Furthermore, from the teacher's side, teachers can provide assignment instructions, send learning materials, and provide feedback and assess students.

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However, unfortunately after the pandemic ended, there were still some students who lacked manners in language and did not respect their teachers when communicating via WhatsApp. In fact, today's speaking behavior tends to ignore aspects of politeness and language politeness, even when communicating via telephone and mobile phones (Zamzani et al., 2012, p. 120). The issue of communication ethics and manners has become a serious concern by various parties.

First, there are efforts by the Government of the Republic of Indonesia through the Ministry of Education and Culture. For example, in the latest regulation based on the Decree of the Head of the Education Standards, Curriculum, and Assessment Agency of the Ministry of Education, Culture, Research, and Technology Number 032/H/KR/2024 concerning Learning Outcomes in Early Childhood Education, Primary Education Level, and Secondary Education Level in the Merdeka Curriculum, it explains that one of the objectives in particular of the Indonesian language subject is to develop the ability of students to communicate effectively and politely. Politeness is subtle and good in behavior and language, reflecting respect for others in accordance with applicable norms in communication and interaction (Iwan, 2020, p. 109).

In addition, the Directorate General of Higher Education on March 11 of the year 2020 published rules on "How to Contact Lecturers Well and Correctly?" which consists of: (1) Find the right time, (2) Say greetings first, (3) Introduce yourself, (4) Use good and correct language, (5) Deliver the message clearly, and (6) Say "sorry" and "thank you".



Figure 3 Direction on How to Contact Lecturers properly from the Directorate General of Higher Education


Second, there are efforts by schools. Many schools have participated in modifying and applying the directive on procedures or ethics to communicate politely even though the directive was issued by the Directorate General of Higher Education. The following are examples of schools that have implemented the directive, including SMA Negeri 1 Kota Mungkid on July 17 at 2020, SMA Muhammadiyah 1 Gresik on July 30 at 2021, dan SMA Negeri 11 Tangerang Selatan on June 22 at 2022.



Figure 4 Ethics of Students Contacting Teachers via WhatsApp at SMA Negeri 1 Kota Mungkid


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Etika Menghubungi Guru & Staf SMA Muhammadiyah 1 Gresik Melalui Perangkat Teknologi Informasi & Komunikasi (TIK)




**PILIH WAKTU YANG TEPAT**

Perhatikan waktu yang tepat untuk mengirim pesan, hindari waktu istirahat dan ibadah.




**BAHASA FORMAL**

Gunakan bahasa Indonesia yang baik dan benar, hindari penggunaan istilah aly dan singkatan.




**UCAPKAN SALAM**

Kalian bisa mengawalinya dengan ucapan Assalamu'alaikum dan selamat pagi, siang dll.




**GUNAKAN KATA MAAF**

Untuk menunjukkan sopan santun dan kerendahan hati, contohnya: "Mohon maaf mengganggu waktu Bapak/Ibu."



**PERKENALKAN DIRI SECARA JELAS**

Sebutkan nama dan kelas agar Bapak/Ibu guru/staf mengenalmu. Kalian bisa menyebutkan nama lengkap dan kelas.



**SAMPAIKAN TUJUAN & UCAPKAN TERIMA KASIH**

Sampaikan tujuanmu menghubungi Bapak/Ibu guru/staf dan ucapkan terima kasih setelah semuanya tersampaikan.

**CONTOH UMUM:**

Assalamu'alaikum, mohon maaf jika saya mengganggu waktu Bapak Ali, nama saya Andik Susatyo Suprayogi dari kelas XI MIPA-1. Saya ingin menanyakan tugas Bahasa Inggris yang telah Bapak sampaikan pada pertemuan di Zoom tadi pagi, apakah saya diperkenankan untuk menambah gambar hasil karya saya sendiri pada tugas tersebut?

Terima kasih atas perhatiannya.

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 081-227-6611081/0812-5960316

Figure 5 Ethics of Contacting Teachers and Staff at SMA Muhammadiyah 1 Gresik through ICT Devices

**ETIKA MENGHUBUNGI GURU MELALUI HANDPHONE**



**PERHATIKAN WAKTU**

Pilihlah waktu yang biasanya tidak dipakai untuk istirahat dan beribadah. Contoh : Tidak menghubungi Guru di atas pukul 20.00.



**AWALI DENGAN SALAM**

Awali dengan sapaan atau mengucapkan salam. Contoh : Assalamu alaikum Bapak/Ibu atau Selamat Pagi Bapak/Ibu.



**MEMPERKENALKAN DIRI**

Setiap Guru menghadapi puluhan siswa setiap harinya, dan tidak menyimpan kontak seluruh siswa. Maka pastikan kamu menyimpan identitas kamu setiap awal komunikasi. Contoh : Nama Dian dari Kelas X IPS 2.



**GUNAKAN BAHASA YANG BAIK**

Hindari menyingkat seperti "dmn, yg, tdk, gk, kpn, sy". Hindari panggilan yang non formal seperti "gw, aku, y, g, dll".



**UCAPKAN KATA MAAF**

Mengucapkan kata maaf untuk menunjukkan sopan santun dan kerendahan hati. Contoh : Mohon maaf mengganggu waktunya Bapak/Ibu.



**TO THE POINT DAN TERIMA KASIH**

Tulislah pesan dengan singkat dan jelas. Akhiri pesen dengan mengucapkan terima kasih.



**CONTOH UMUM**

Assalamu alaikum. Mohon maaf mengganggu Ibu. Nama saya Susi dari kelas X MIPA 1. Ibu, saya belum paham dengan materi yang Ibu sampaikan, apakah Ibu berkenan menjelaskan kembali? Terima kasih.

Figure 6 Ethics of Contacting Teachers via Cellphone at SMA Negeri 11 Kota Tangerang Selatan

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Overall, the core directives regarding communication etiquette made by the three schools are similar to the directives made by the Directorate General of Higher Education. The following is a summary of students' ethics in contacting teachers politely based on the directives from the three schools: (1) Choose the right time, (2) Start by saying greetings, (3) Introduce yourself, (4) Use good and correct Indonesian language, (5) Say the word "sorry", and (6) Convey the purpose and say the word "thank you".

The use of language politeness has a central role in shaping the positive character of speakers and reflects and shows the identity of the nation (Zamzani et al., 2011, p. 35). It is important to have language politeness indicator guidelines for teachers to recognize objectively based on the form of language politeness conveyed by students. Given that politeness is a social phenomenon that is mostly realized using language (Leech, 2014, p. ix).

Language politeness is an ideal combination between the character that individuals have and their external actions in aspects of the language used (Watts, 2003, p. 39). Politeness in speech serves to reduce the possibility of conflict (Daar et al., 2023, p. 614). Polite language does not always have to use standard language, but it is appropriate and clever in using language according to its variety and rules.

Language is part of the universal elements of culture (Koentjaningrat, 2000, p. 15). In relation to culture and language, of course there are norms or rules that must be obeyed in order for a person to speak politely (Chaer, 2010, p. 5). The discussion of language politeness will be focused on analysis using the study of pragmatics.

The focus of pragmatics is on the use of language in (the context of) particular situations; it aims to explain how factors outside of language contribute to the literal meanings and nonliteral meanings that speakers communicate using language (Portner, 2014, p. 137). Pragmatics is the study of the intentions that speakers convey (Yule, 1996, p. 3). Pragmatics is context-bound (Rahardi et al., 2018, p. 4). In other words, the meaning studied by pragmatics is context-bound meaning (Wijana, 1996, p. 2). This means that in pragmatics it is necessary to interpret what someone actually means in a certain context. The context also influences what someone will say.

It can be emphasized that the relationship between language and context is fundamental in understanding pragmatics (Rohmadi, 2010, p. 3). Pragmatics is defined as a study of meaning in relation to various speech situations in conversation (Leech, 1983, p. 6). Pragmatics as one of the sub-disciplines in language study that involves context-based analysis, underlies any approach to linguistic analysis that takes into account situational aspects (Lubis, 2015, p. 22). Generally, pragmatics examines the contextual meaning of an utterance by analyzing what the speaker intended.

Language politeness will be analyzed using pragmatics and Geoffrey Leech's Theory. Leech in 1983 has formulated a theory of language politeness based on the politeness principle which is considered the most complete, established, and relatively the most comprehensive until now (Rahardi, 2005, p. 59). The formulation of the principle of language politeness is fully contained in six maxims: (1) Tact Maxim, (2) Generosity Maxim, (3) Approbation Maxim, (4) Modesty Maxim, (5) Agreement Maxim, and (6) Sympathy Maxim (Leech, 1983, pp. 106, 132).

As of 2025, it has been 42 years since Geoffrey Leech's *Principles of Pragmatics* book was first published in 1983. Due to the science that is increasingly developing every year, finally in 2014 Leech re-published the book *The Pragmatics of Politeness* which reformulates or rather updates the theory of the principles of language politeness in the previous book.

Leech increased the number of maxims from 6 to 10 by providing a single concept called The General Strategy of Politeness (GSP): (1) Generosity, (2) Tact, (3) Approbation, (4) Modesty, (5) Obligation (from S to O), (6) Obligation (from S to O), (7) Agreement, (8) Opinion reticence (9) Sympathy, (10) Feeling reticence (Leech, 2014, pp. 91–98, 120). The General Strategy of Politeness is a strategy that aims to make someone able to act politely.

### METHOD

This type of research is a study that uses a qualitative approach using an exploratory descriptive method. The main feature of qualitative research is to explore problems and develop a detailed understanding of a phenomenon (Creswell, 2012, p. 16). This research uses a descriptive method which means that it will produce descriptive data consisting of words expressed in writing or verbally by individuals, as well as actions that can be observed (Bogdan & Taylor, 1975, p. 5). This research aims to explore and describe data on the form of language politeness used in conversations in the context of student and teacher interaction situations in the teaching and learning process through WhatsApp messages. This study uses data collection methods, namely the listening method with exploratory recording techniques, documentation techniques, and note-taking techniques as well as unstructured interview methods.

The place of this research was SMA Negeri 1 Jepara. The school was selected using purposive sampling technique. Qualitative samples tend to be purposive, not random (Miles et al., 2014, p. 23). The meaning of purposive sampling is the selection (sample) of individuals and research locations because it is done deliberately to understand the research problem and the central

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phenomenon in the research (Creswell, 2013, p. 156). SMA Negeri 1 Jepara was chosen with certain objectives and considerations, namely that it is considered the most rich in primary data (information) needed in this study compared to other schools. In addition, SMA Negeri 1 Jepara was also chosen because it is a school or educational unit as the implementer of the Merdeka Curriculum implementation.

From 12 teachers who were used as research subjects, there were only 9 teachers who were willing to provide screenshot recordings, including 6 Indonesian language subject teachers, 1 Sociology subject teacher, 1 Economics subject teacher, 1 Mathematics subject teacher. The teachers were selected based on (1) teachers who teach in class X or Phase E, class XI and XII or Phase F and (2) the availability of the required data is still available or still stored in the teachers' devices and the intensity of the use of information and communication technology, especially the use of WhatsApp messages and/or Teams online classes for the learning process. Meanwhile, the object of research is speech or verbal (written) language units used including various forms of words, phrases, clauses or sentences, contained in the interaction of students and teachers of SMA Negeri 1 Jepara in the context of the teaching and learning process through WhatsApp conversation messages that have been recorded into screenshot images that reflect the theory of language politeness.

### RESULT AND DISCUSSION

Based on the research results, there are total of 143 screenshot images as research data obtained from 9 teachers of SMA Negeri 1 Jepara as research subjects. The history of WhatsApp conversations between teachers and students occurs in different periods of time, the oldest occurred in March 2021 to the latest in September 2023.

The details of the research data are as follows: (1) for the number of conversations, out of 143 screenshot images, there are total of 148 conversations: there are total of 141 conversations that have the context of the conversation situation regarding student and teacher interactions in the teaching and learning process consisting of 111 conversations through private networks and 30 conversations through class groups; while there are total of 7 conversations that do not have the context of the conversation regarding the teaching and learning process.

Then, (2) for the number of chat messages, from the 141 conversations, there were total of 86 chat messages, the details of which consisted of 70 students who made chat messages through private networks to teachers and 16 chat messages through class groups. Furthermore, (3) for the number of data utterances, from the total 141 conversations, there are total of 542 utterances (words/phrases/clauses/sentences) included in the maxims of language politeness: the details consist of 221 utterances from teachers and 321 utterances from students.

**Table 1 The Use of Language Politeness Maxims by Students in Interaction with Teachers in the Teaching and Learning Process through Whatsapp Messages**

No.	Name of Maxim Politeness	Participants	Description of Speech Meaning	Utterances Number	Total Utterances
1.	Generosity Maxim	Students	Offer a help/favor	291	1
2.	Tact Maxim	Students	Speech that functions to give favorable suggestion	217	1
			Speech that provides a favorable option	266, 435	2
3.	Approbation Maxim	Students	-	-	-
4.	Modesty Maxim	Students	Underestimating one's quality/recognizing one's incompetence	73, 221, 297, 350, 437	5
			Responding the compliments with thanking	180, 483	2

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<b>No.</b>	<b>Name of Maxim Politeness</b>	<b>Participants</b>	<b>Description of Speech Meaning</b>	<b>Utterances Number</b>	<b>Total Utterances</b>
5.	Obligation Maxim (of S to O)	Students	Thanking	2, 6, 10, 13, 15, 18, 24, 28, 31, 36, 41, 45, 49, 53, 57, 63, 78, 81, 85, 90, 110, 113, 126, 138, 142, 145, 148, 158, 162, 166, 175, 178, 188, 192, 199, 205, 207, 213, 219, 226, 232, 241, 255, 267, 272, 287, 290, 294, 300, 304, 308, 310, 314, 321, 324, 330, 336, 343, 346, 351, 355, 359, 360, 371, 376, 380, 384, 391, 397, 401, 414, 417, 422, 425, 428, 431, 438, 455, 463, 470, 474, 477, 481, 490, 494, 506, 517, 519, 524, 528, 531, 534.	92
			Apologizing	3, 7, 11, 20, 22, 26, 30, 33, 46, 50, 54, 61, 71, 79, 86, 92, 94, 103, 107, 109, 117, 118, 124, 130, 133, 136, 141, 147, 150, 153, 156, 160, 163, 169, 172, 174, 176, 184, 189, 194, 197, 210, 223, 228, 239, 245, 251, 256, 261, 263, 271, 275, 285, 295, 302, 312, 319, 328, 334, 339, 348, 356, 357, 361, 363, 367, 373, 379, 382, 386, 394, 398, 402, 409, 411, 418, 419, 427, 464, 465, 468, 488, 492, 498, 539.	85
			Asking for permission	4, 8, 12, 14, 19, 21, 23, 27, 34, 38, 42, 43, 47, 51, 55, 69, 76, 80, 83, 87, 88, 89, 95, 97, 99, 104, 111, 119, 125, 133, 137, 140, 144, 146, 152, 155, 157, 161, 164, 167, 173, 177, 182, 185, 186, 190, 195, 198, 203, 206, 211, 220, 224, 229, 237, 240, 247, 249, 250, 252, 264, 274, 276, 288, 292, 296, 299, 303, 306, 309, 313, 316, 317, 320, 322, 335, 340, 345, 349, 352, 364, 366, 368, 372, 374, 377, 381, 387, 388, 389, 392, 395, 399, 404, 405, 407, 408, 412, 415, 420, 424, 432, 436, 462,	114

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No.	Name of Maxim Politeness	Participants	Description of Speech Meaning	Utterances Number	Total Utterances
			Asking for help	466, 486, 489, 493, 499, 505, 527, 530, 538, 540. 74, 112, 265, 277, 370, 421	6
6.	Obligation Maxim (of O to S)	Students	Good responses to thanking/acknowledgments Good responses to an apology	453, 487. 279, 332, 523.	2 3
7.	Agreement Maxim	Students	Full approval	75, 235, 434, 451	4
8.	Opinion Reticence Maxim	Students	-	-	-
9.	Sympathy Maxim	Students	-	-	-
10.	Feeling Reticence Maxim	Students	Trying to cover up/hide true feelings	171, 183, 253, 358	4
Total					321

### Forms of Language Politeness and Classification of Language Politeness Used by Students in Interaction with Teachers in the Teaching and Learning Process through Whatsapp Messages

The discussion of language politeness will be focused using the study of pragmatic analysis, especially in the form of language in conversation (chat) in the form of words, series of words or phrases, sentences, or utterances that form written discourse. Based on the utterances used by students when having conversations with teachers in the context of the teaching and learning process through WhatsApp. Then the data of language politeness is analyzed using Leech's General Strategy of Politeness Theory.

#### a. Generosity Maxim

The characteristic of generosity maxim is that the action of the utterance will be self-centered and the utterance will minimize the gain to oneself and maximize the loss to oneself (Leech, 1983, pp. 132–133). Based on the results of the study, total of 1 data of utterance by student classified into the form of language politeness type of generosity maxim. The following is an example of the data.

- (1) Guru: "Mbak besok saya bisa dikopikan KTI tugas kelas XI dulu?"  
Siswa: "Baik pak, **bisa saya kirimkan lewat apa ya pak?**"

(Teacher: "Mbak, can you copy the KTI assignment for class XI tomorrow?")

(Student: "Yes sir, **can I send it through what, sir?**")

(S49/JAPRI/12 – Utterance 291)

Context: Spoken by a student when the teacher gives an order to send the KTI assignment file from all class members then the student offers help.

The student's utterance of data (1) complies with the principle of generosity maxim by using a commissive utterance in the form of an offer characterized by an interrogative sentence. The offer is contained in the following question sentence "***Bisa saya kirimkan lewat apa ya pak?***" ("***Can I send it through what, sir?***"). This is in accordance with the principle of language politeness by Leech (2014, pp. 91–92) explains that in the Theory of General Politeness Strategy, especially the maxim of generosity is characterized by commissive speech and can be done by making an offer. However, the findings of this study also slightly



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contradict the results of research by Simatupang & Naibaho (2020, p. 170) found that the generosity maxim can be obeyed by using command-type directive speech with the form of an interrogative sentence.

Data utterance (1) shows that the student will/is offering help in the form of an action to send the assignment file to the teacher. It will also provide an opportunity for the teacher to choose the option according to his wishes, through what media the assignment file will be sent by the student. In line with that feature in the generosity maxim, the first speaker will give high value to the second speaker's wishes (Leech, 2014, p. 91). In line with that, the Taxonomy Theory of Illocutionary Speech Acts by Searle (1979, pp. 14–15) suggests that commissive speech tends to be tied to a future action. From the data it can be concluded that the offer of help from students who maximize/increase the disadvantages that exist in themselves to help the teacher.

### b. Tact Maxim

The characteristic of the tact maxim principle is that the action of the utterance will be centered on others and with utterances that minimize harm to others and maximize benefits for others (Leech, 1983, pp. 132–133). Based on the results of the research, there are total of 3 data of utterances by students which are classified into the form of language politeness of tact maxim type.

All of these data utterances are characterized by using directive speech. In line with that, the characteristics of directive speech are found in the Theory of General Politeness Strategy especially on tact maxim (Leech, 1983, pp. 107–110, 2014, pp. 91–93). Directive speech is used by students who act as first speakers aiming to make an influence to the teacher as the second speaker so that is willing to do something based on what has been said. This is in accordance with the Theory of the Taxonomy of Illocutionary Acts of Speech by Searle (1979, pp. 13–14) suggests that directive speech aims to produce an effect in the form of actions that will be carried out by second speakers. The following is an example of the data.

- (2) Guru: "Fadil... Minta tolong sampaikan ke teman2 ya... hari ini saya ada pelatihan zoom full sampe sore.. Maaf gk bisa masuk kelas lagi. Nanti silahkan bisa buka teams. Silahkan pelajari materi disna dan kerjakan latihan soalnya."  
Siswa: "Baik bu."  
: "Dikumpulkan tidak bu?"  
Guru: "Dikerjakan aja. Gk usah dikumpulkan dulu."  
Siswa: "Begini saja bu, **bilang saja di kelas untuk dikumpulkan**, soalnya kalau tidak begitu pada tidak mengerjakan bu 🙏."  
Guru: "Santai yang gk mengerjakan besok yang jelasin."  
Siswa: "Baik bu terimakasih 🙏."

(Teacher: "Fadil.... Please tell your friends... today I have a full zoom training until the afternoon.. Sorry, I can't go to class again. Later, please open the teams. Please learn the material there and do the exercise questions.")

(Student: "Yes, ma'am.")

( : "Is it to be collected?")

(Teacher: "Just do it. You don't need to submit it first.")

(Student: "Let's put it this way ma'am, **just say it the class to be collected**, the problem is that if it's not like that, the class won't do it ma'am 🙏.")

(Teacher: "Relax, those who don't do it tomorrow will explain that.")

(Student: "Yes ma'am thank you 🙏.")

(S46/JAPRI/01 – Utterance 217)

Context: Spoken by a student when the teacher asked the student to convey the message of the substitute assignment to all students because the teacher could not accompany the learning in the classroom.

The student's utterance of data (2) complies with the tact maxim principle. In the data utterance, students use directive speech of the suggestion type found in the following clause: "*bilang saja di kelas untuk dikumpulkan*" ("*just say it in class to be collected*"). From the data utterance (2) shows that students try to give a suggestion that will give a benefit the teacher. Although in the end the action of the suggestion will be centered on the student. However, indirectly the suggestion has the intention of maximizing/increasing the benefit for the teacher, namely the student who is in charge of the class wants to ensure that all students in the class will obey the assignment order from the teacher to do the substitute assignment.

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- (3) Siswa: \*Siswa mengirimkan dokumen tugas berupa word\*  
: "Assalamualaikum pak, maaf mengganggu waktunya, izin mengirimkan karya tulis yang tadi bab 1 dan 2. Kami mohon koreksinya pak 🙏. **Bisa di fitur comment langsung di word nya pak, atau senyamannya pak suharyono saja.** Sebelumnya terimakasih pak."  
Guru: "Waalaiikum Salam, ya mbak, saya baca dulu."  
Siswa: "Baik pak."

(Students: \*Students submit the assignment document in word\*)

( : "Assalamualaikum sir, sorry to disturb your time, permission to send the paper that was chapter 1 and 2. We ask for corrections sir, please 🙏. **It can be in the comment feature directly in the word sir, or as convenient as Mr. Suharyono.** Thank you in advance sir.")

(Teacher: "Waalaiikum Salam, yes mbak, I read it first.")

(Student: "Yes, sir.")

(S49/JAPRI/07 – Utterance 266)

Context: Spoken by a student when asking the teacher for help in correcting his scientific paper.

The student's utterance of data (3) complies with the tact maxim principle. In the data utterance, students use directive speech of the option type found in the following sentence: "*Bisa di fitur comment langsung di word nya pak, atau senyamannya pak suharyono saja.*" ("*It can be in the comment feature directly in the word sir, or as convenient as Mr. Suharyono.*"). From the data utterance (3) shows that in asking the teacher's help to provide corrections to the assignment, students provide options of ways for the teacher to provide corrections. Although in the end, the action of the option will be centered on the teacher and the correction of the assignment will directly benefit the student. However, based on the options, there are many of ways that will be made by the teacher in correcting will indirectly benefit the teacher. These options mean that students let the teachers to use the comment feature or other features available in the Microsoft Word application which will be useful to facilitate teachers in making corrections to students' scientific writing assignments.

- (4) Guru: "Dan.. Udh di kelas semua?"  
Siswa: "Sampun pak."  
: "**Monggo.**"  
Guru: "Ok."

(Teacher: "Dan.. Are you all in class?")

(Student: "Yes, sir.")

( : "**Monggo.**")

(Teacher: "Ok.")

(S75/JAPRI/01 – Utterance 435)

Context: Spoken by a student when the teacher asks student to make sure all students are ready for learning after lunch break is over

The student's utterance of data (4) complies with the tact maxim principle. In the data utterance, the student uses a minor sentence: "*Monggo.*" which provides a favorable option, namely the student informs and please the teacher so that the teacher can enter the class to teach because the students are complete and ready to follow the learning after the lunch break ends. The impression of language politeness is indirectly reflected in the student's answer in the form of: the word "*monggo*", which has the equivalent of the word "*silakan*" ("*please*") in bahasa Indonesia. This is because the word "*monggo*" is a word in Javanese Krama Inggil that has the highest level of politeness.

### c. Modesty Maxim

Modesty maxim has the characteristic principle of minimizing self-praise and maximizing self-reproach (Leech, 1983, pp. 132, 136). Based on the results of the research, total of 7 data of utterances by students are found which are classified into modesty maxim type of language politeness. Based on the overall data, it is known that students use humble speech, namely (1) speech that underestimating self-quality/recognizing self-incompetence and (2) speech that responding the compliments with thanking.

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First, the research found speech data characterized by the use of speech that underestimating the quality of the self/ recognizing the incompetence of the self. Based on the whole data, it is known that the students' utterances comply with the indicators to maximize/add reproach to themselves. First speakers are considered to be humble if they give a low assessment of their quality as first speakers (Leech, 2014, p. 94). Being humble to second speakers is a way for first speakers to be polite in speaking (Chaer, 2010, p. 113). The following is one example of the data.

(5) Siswa: "Untuk soalnya berarti dari nomer 2?"

Guru: \*Guru merespons emotikon jempol "👍" di pertanyaan siswa tersebut\*

Siswa: "**Bu overthinking takut tidak bisa pas besok**, nanti tolong dibimbing ya bu muthia 🙏🙏."

(Student: "For the question, does that mean from number 2?")

(Teacher: \*Teacher responds with a thumbs-up emoticon "👍" to the student's question\*)

(Student: "**Ma'am, overthinking I'm afraid I won't be able to do it tomorrow**, please be guided by Mrs. Muthia 🙏🙏.")

(S14/JAPRI/05 – Utterance 73)

Context: Spoken by a student after asking the teacher about the test questions used for remedial.

The student's utterance of data (5) complies with the principle of modesty maxim. In the data utterance, the student uses speech that undermines the quality of self in the following clause "overthinking takut tidak bisa" ("overthinking I'm afraid I won't be able to do it"). The data utterance has the intention that students give low value to their abilities. By means of this low assessment, especially in terms of students feeling worried that later they will have difficulty answering the question.

(6) Siswa: \*Siswa mengirimkan gambar berisi pertanyaan-pertanyaan di latihan soal\*

: "Izin bertanya bu, untuk yang nomor 3 itu sama caranya dengan yang nomor 2 bu?"

(a) : "Soalnya **saya bingung** karena tandanya berbeda."

...

Siswa: "Untuk yang nomor 5 bisa menggunakan meliminasi tidak bu?"

: "Sama yang no. 1 yang b bu."

Guru: "Pakai sifat aja bisa."

(b)Siswa: "**Blm bisa bu.**"

(c) : "**Blm paham** 🙏."

( Students: \*Students send a picture with the questions in the practice problem\*)

( : "Permission to ask ma'am, for number 3 is the same method as number 2 ma'am?")

(a) : "The problem is **I am confused** because the signs are different.")

...

( Student: "For number 5, can i use elimination ma'am?")

( : "The same as no. 1 b ma'am.")

( Teacher: "You can use traits.")

((b)Student: "**I can't ma'am.**")

((c) : "**I can't understand** 🙏.")

(S46/JAPRI/01 – Utterance 221)

Context: Spoken by student before and after asking the teacher about an exercise question that has not been understood.

The data utterances (6) in (a), (b), and (c) students comply with the principle of modesty maxim. In the data utterances, students use utterances that recognize their incompetence in clause (a) "saya bingung" ("I am confused") and phrase (b) "blm bisa" ("belum bisa") ("i can't"); (c) "blm paham" ("belum paham") ("i can't understand"). If seen in the data utterance, it has an abbreviation form. Abbreviations or acronyms are one of the characteristics of the "language" and "creativity" of adolescents (students) which is undeniably an "advantage" because it is able to make the language more effective and efficient (Sumarsono,

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2014, pp. 155–158). The increasingly modern times and technology, online communication such as chatting requires effective language to be understood quickly.

The emergence of new words from an acronym from a linguistic point of view can be a good thing because it adds to the wealth of vocabulary, at least for teenagers or the millennials generation. However, on the other hand, the existence of acronyms from teenagers (students) is actually considered a symptom of laziness (Sumarsono, 2014, p. 157). The data utterances (6) in (a), (b), and (c) have the intention of showing that students by giving low value and recognizing their inability to do something. Recognition of incompetence in terms of students feeling confused about understanding and/or answering the question.

Second, the research also found speech data characterized by the use of speech that responding the compliments with thanking. Agreeing or maximizing a compliment from others addressed to oneself (the speaker) is not a good thing because it can potentially lead to self-arrogance. Humble attitude is a noble value that can support the achievement of politeness (Pranowo, 2021, pp. 104–105).

This is in accordance with Leech's opinion (2014, p. 94) which suggests that in the modesty maxim recommends that a first speaker can responds to compliments from second speaker in another way, namely saying thank you. Based on the whole data, it is known that students' speech complies with the indicators to minimize/reduce self-praise. The following is an example of the data.

(7) Siswa: “Kalau kami udah ada konsepnya Bu, tinggal kami eksekusi bu.”

Guru: “Bagus 👍.”

Siswa: “Baik Bu, **terima kasih** bu.”

(Student: “We already have the concept ma'am, we just need to execute it ma'am.”)

(Teacher: “Good 👍.”)

(Student: “Yes ma'am, **thank you** ma'am.”)

(S39/JAPRI/01 – Utterance 180)

Context: Spoken by a student when receiving praise.

(8) Guru: “Terima kasih kelompok ecobrik yang sudah kerja keras.”

Siswa 4: “**Terima kasih sudah mengapresiasi** kelompok kami, dan terima kasih atas bimbingannya bu 😊😊.”

(Teacher: “Thank you ecobrik group for your hard work.”)

(Student 4: “**Thank you for appreciating** our group, and thank you for your guidance, Ma'am 😊😊.”)

(G7/GRUP/05 – Utterance 483)

Context: Spoken by a student when receiving praise.

The students' utterances in data (7) and (8) comply with the modesty maxim principle. In these data utterance, students use speech in the form of a message reply response by thanking the following phrases: (7) “*terima kasih*” (“*thank you*”) and (8) “*terima kasih sudah mengapresiasi*” (“*thank you for appreciating*”). The data utterances have the intention of showing that students appreciate the teacher's praise by thanking. At the same time, the students' thankful speech also reflects that the students want to be humble in responding to the compliment.

### e. Obligation Maxim (of S to O)

Obligation maxim of first speakers to second speakers have the characteristic of giving high value to the obligation that must be done by the first speaker which is specifically used to thanking/apologize/asking for permission/asking for help to the second speaker (Leech, 2014, p. 96). Based on the results of the study, total of 297 data of utterances by students were found which were classified into a form of language politeness of the type obligation maxim of first speakers to second speakers. Based on the overall data, it is known that students use an obligatory speech. The obligatory utterances include: (1) speech to thank, (2) speech to apologize, (3) speech to ask for permission, and (4) speech to ask for help.

First, the research found speech data characterized by lingual markers that specifically contain expressions of thanking: “*terima kasih*” (“*thank you*”), “*terima kasih banyak*” (“*thank you very much*”), and “*makasi*” (“*thanks*”). Thanking is one of the maxims of obligation for first speakers to second speakers which is included in polite speech acts (Leech, 2014, p. 96). Politeness is giving appreciation or respect to the speaker partner, especially the listener or reader (Keraf, 2010, p. 114).

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The thanking conveyed by the first speaker is in response to the help or explanation from the second speaker, one of which is marked by the use of the lingual marker *"terima kasih"* (*"thank you"*) (Saputro et al., 2020, p. 155) In the research data, the phrase *"terima kasih"* (*"thank you"*) is used specifically: (1) as a closing word to end the conversation and (2) as a sign of appreciation.

The first sub is the expression thanking used as a closing word to end the conversation. Here is one example of the data.

- (9) ...
- (c) Siswa: "Permisi bu, izin bertanya, untuk pengumpulan makalahnya apa boleh setelah gelar karya? Karena kelompok saya ingin memasukan dokumentasi saat gelar karya di makalah tersebut. **Terima kasih bu.**"
- Guru: "Ok gpp."

- ...
- ((c) Student: "Excuse me ma'am, permission to ask, for the submission of the paper can it be after the degree work? Because my group wants to include the documentation during the degree work in the paper. **Thank you ma'am.**")
- ( Teacher: "Ok it doesn't matter.")

(S64/JAPRI/03 – Utterance 401)

Context: Spoken by a student thanking the teacher when ending the chat message after consultation.

The data utterance (9) in (c) students comply with the principle of maxim of obligation for first speakers to second speakers to thank. In the data utterance, students use thanking. The data utterance is contained in the following underlined phrase: *"terima kasih"* (*"thank you"*) which is located at the end of the sentence in the conversation from the student wants to give the impression of politeness in speech. The data shows that students try to fulfill their obligations by using thank you as a closing sentence in conversation with the teacher.

The etiquette in online communication is often the use of the phrase *"terima kasih"* (*"thank you"*) to end a conversation. This is reflected in regulations regarding the recommended use of communication etiquette between students and teachers in several well-known schools in Indonesia.

In addition to the phrase thanking as a closing sentence. The use of the phrase *"terima kasih"* (*"thank you"*) is also used to show a form of respect for the kindness or actions of others (Pranowo, 2021, pp. 91, 104).

The second sub is the expression of thanking used as a sign of appreciation. Here is one example of the data.

- (10) (a) Siswa: "Assalamualaikum Bu Wulan, mohon maaf mengganggu waktunya. Sebelumnya perkenalkan, saya Gading Fatin Cahyono dari kelas XI.5. Izin bertanya bu, hari ini saya mengerjakan tugas form yang ibu berikan di kelas XI.5, namun saya merasa nilai saya kurang memuaskan bu. Untuk itu, apakah ada perbaikan nilai bu? Terima kasih."
- Guru: "Waalaiumsalam. Untuk perbaikan nilai ikutnya remidi. Jika pengayaan nanti ada info lebih lanjut."
- Siswa: "Izin menjawab bu, baik bu. Untuk nilai 80 masuknya remidi atau pengayaan?"
- Guru: "Remidi di bawah nilai 70. Klo di atas 70 ikutnya pengayaan."
- (b) Siswa: "Baik bu, **terima kasih atas informasinya bu.** Mohon maaf telah mengganggu waktunya."

((a) Student: "Assalamualaikum Mrs. Wulan, I apologize for disturbing your time. Before that, i want to introduce, I am Gading Fatin Cahyono from class XI.5. Permission to ask ma'am, today I did the form assignment that you gave in class XI.5, but I feel my score is not satisfactory ma'am. For that, is there any grade improvement ma'am? Thank you.")

( Teacher: "Waalaiumsalam. For grade improvement, follow the remediation. If it's enrichment, there will be more information later.")

( Student: "Permission to answer ma'am, okay ma'am. For a score of 80, is remediation or enrichment included?")

( Teacher: "Remediation below 70. Enrichment above 70.")

((b) Student: "Yes ma'am, **thank you for the information ma'am.** I apologize for disturbing your time.")

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(S50/JAPRI/02 – Utterance 300)

Context: Spoken by a student thanking the teacher for being given an informations.

Data utterance (10) in (b) students comply with the principle of maxim of obligation for first speakers to second speakers to thank. The data utterance is contained in the following underlined phrase: *“terima kasih atas informasinya”* (*“thank you for the information”*). In the data utterance, students use thank you which is a response.

In the data phrase, it can be seen that students are thanking for an action that has been carried out by the teacher, namely providing information about the minimum score limits that are included in the remediation and enrichment categories.

It is generally considered polite to use thank you phrases in Indonesian social culture. The phrase *“terima kasih”* (*“thank you”*) belongs to the word type of appreciation. This means that *“terima kasih”* (*“thank you”*) is used to appreciate something that has been done by the second speaker to the first speaker.

The data utterance shows that students try to fulfill their obligations by using thanking which has the intention of being a form of appreciation to the teacher. The word of appreciation *“terima kasih”* (*“thank you”*) is considered polite because it aims to appreciate the second speaker (Maharani et al., 2022, p. 427).

Second, the research found speech data marked with lingual markers that specifically contain expressions of apology: *“maaf”* (*“sorry”*), *“mohon maaf”* (*“apologize”*), and *“minta maaf”* (*“apologize”*). Apologizing is one of the maxims of obligation for first speakers to second speakers which is included in polite speech acts (Leech, 2014, p. 96).

First speakers convey apologies to second speakers when they make mistakes and the apology can also be used for smoothing in sentences as a form of politeness in speech, one of which is marked by the use of the lingual marker *“maaf”* (*“sorry”*) (Saputro et al., 2020, p. 155). In the research data, the phrase *“mohon maaf”* (*“apologize”*) or *“minta maaf”* (*“apologize”*) and the word *“maaf”* (*“sorry”*) have a special tendency: (1) used to smooth sentences when speaking as a sign of politeness and (2) used to apologize for mistakes as a sign of regret.

The first sub is the expression of apology used to smooth sentences when speaking as a sign of politeness. The following is one example of the data.

(11) (a) Siswa: “Assalamualaikum bu, selamat malam **maaf mengganggu waktunya**, saya ingin menanyakan perihal pengiriman tugas p5 di apk teams yang dari pertemuan 1-4 itu batas waktu nya sampai kapan ya??? Kemaren pas hari rabu saya dispen jdi tidak mengikuti kegiatan p5 nya dan saya sudah join tpi blm di konfir sma bu yuni. apa waktunya sudah terlambat bu?”

Guru: “Walaikumsalam, coba cek lagi y kak 😊.”

(b) Siswa: “Iya bu sudah terima kasih **maaf telah mengganggu waktunya** 🙏🙏🙏🙏.”

((a) Student: “Assalamualaikum ma'am, good evening, **sorry for disturbing your time**, I would like to ask about the submission of p5 assignments in the teams application from meetings 1-4, when is the deadline? Yesterday, on Wednesday, I was suspended so I didn't participate in the p5 activity and I have joined but I haven't been confirmed by Mrs. Yuni. Is it too late ma'am?”)

(Teacher: “Walaikumsalam, try checking again okay kak 😊.”)

((b) Student: “Yes ma'am, thank you, I'm **sorry for disturbing your time** 🙏🙏🙏🙏.”)

(S45/JAPRI/01 – Utterance 210)

Context: Spoken by a student when asking about the deadline for submitting assignments to the teacher.

The student's utterance of data (11) complies with the principle of maxim of obligation for first speakers to second speakers to apologize. In the utterance data, students insert an apology phrase at the beginning of the conversation to start as an opening word and at the end of the conversation to function as a closing conversation with the teacher. Opening words (greetings, apologies, etc.) in communication are considered a marker of politeness (Maharani et al., 2022, p. 422). Not only in Indonesia, but also in Switzerland emphasizes opening greetings as a core aspect of communication because it is considered a form of politeness (Rash, 2004, p. 70).

The insertion of an apology phrase at the beginning of a sentence is found in the underlined phrases below: (a) *“maaf menqanqqu waktunya”* (*“sorry for disturbing your time”*). Meanwhile, apology phrases are also inserted at the end of the sentence in the following underlined phrases: (b) *“maaf telah menqanqqu waktunya”* (*“sorry for disturbing your time”*). In both

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phrase data, it can be seen that the intention of students using apology expressions is as a sentence smoothing. This shows that there is a compliance of language politeness by students.

Based on the utterance data, students' phrase (a) is used to start a conversation that is included in a series of opening greetings. For example, greetings related to religion, such as: *"assalamualaikum"* or the full *"assalamualaikum warahmatullahi wabarakatuh"* in Islam and/or greetings related to time, such as: *"good morning/afternoon/evening"* followed by the insertion of an apology phrase, such as: *"mohon maaf"* (*"apologize"*) or *"maaf"* (*"sorry"*).

The use of this series of opening greetings has indeed been recommended by both the school and the Directorate General of Higher Education so that students can use it when sending chat messages to teachers.

Opening greetings are considered a polite thing and a marker of politeness, especially in socio-culture in Indonesia. One of the factors when viewed in terms of language, in the opening greeting in Islam indirectly also has an element of goodness, namely a prayer intended by the first speaker for the second speaker.

The greeting *"assalamualaikum"* (in Arabic: *اَلسَّلَامُ عَلَيْكُمْ*) means 'May peace be upon you'. While if the full greeting *"assalamualaikum warahmatullahi wabarakatuh"* (in Arabic: *اَلسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اَللّٰهِ وَبَرَكَاتُهُ*) the meaning becomes 'May the peace, mercy and blessings of Allah be with you'.

Apart from the beginning of the conversation, based on the data of the utterances in phrase (b), students also insert apology expressions at the end of the sentence. However, before inserting the expression of apology, there is a tendency to start with a thanking firstly. This means that students use apologies with the intention of confirming the impression of politeness in complying with online communication ethics. In addition, the apology at the end of the sentence by students also functions to end the conversation with the teacher.

Furthermore, the second sub is the expression of apology used to apologize for a mistake as a sign of regret. The following is one example of the data.

- (12) (a) Siswa: *"Assalamualaikum bu yuni, **maaf bu tadi ada kesalahan naroh buku bu** soalnya kemarin kita tanya salah satu guru yang ada di kantor beliau bilang meja bu yuni ada di dekat pintu ruang salat alhasil saya sama temen saya naroh buku di meja yang dekat ruang salat ternyata mejanya salah 😊."*
- (b) : *"**Sekali lagi kami minta maaf bu** 🙏🙏🙏🙏."*
- Guru: *"🙏."*
- : *"Walaikumsalam 🙏."*
- : *"Oke.... Pengakuan dosanya di sini 😊."*

((a) Student: *"Assalamualaikum Mrs. Yuni, **sorry ma'am, there was a mistake in placing the book**, because yesterday we asked one of the teachers in the office, he said Mrs. Yuni's desk was near the prayer room door, as a result my friend and I put the book on the table near the prayer room, it turned out that the table was wrong 😊."*)

- ((b) : *"**Once again we apologize ma'am** 🙏🙏🙏🙏."*)
- ( Teacher: *"🙏."*)
- ( : *"Walaikumsalam 🙏."*)
- ( : *"Okay.... The confession is here 😊."*)

(S32/JAPRI/01 – Utterance 150)

Context: Spoken by a student when admitting a mistake and apologizing to the teacher for misplacing the assignment books on a different teacher's desk.

The student's utterance data (12) complies with the principle of maxim of obligation for first speakers to second speakers to apologize. In the data utterance, students use the expression of apology contained in the following underlined phrases: (a) *"maaf bu"* (*"sorry ma'am"*) and (b) *"Sekali lagi kami minta maaf bu"*. (*"Once again we apologize ma'am"*). In both data phrases, it can be seen that the intention of students using apology expressions is specifically to apologize for a mistake that has been made and/or as an expression of regret for putting the assignment book on the wrong desk.

Based on the utterance data, phrase (a) mean the student firstly makes an apology, then it is followed by an explanation of the mistake that has been made. Meanwhile, phrase (b) is a reaffirmation of the apology and also serves to end the conversation

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with the teacher. In data (b), students also use the folded hands emoticon (🙏) at the end of the apology which is useful to help strengthen the impression of politeness in speech.

Third, the research found speech data characterized by lingual markers that specifically contain expressions of permission requests: "izin ..." ("permission to ..."), "ijin ..." ("permission to ..."), "mohon izin ..." ("please for permission ..."), "meminta izin ..." ("ask for permission ..."), "mau ..." ("want ..."), "ingin ..." ("want ..."), and "permisi ..." ("excuse me ..."). In the research data, these are used specifically: (1) to smooth the sentence as a sign of politeness before or about to do something and (2) to ask for permission.

The first sub is a request for permission used to smooth the sentence as a sign of politeness before or about to do something. The following is one example of the data.

- (13) Siswa: "Assalamualaikum, selamat sore bu, mohon maaf mengganggu waktunya. Saya Aulia Taranindia dari kelas XII MIPA 3 **izin bertanya**: 1. Urutan makalahnya itu bagaimana ya bu, apakah setelah pengertian langsung ke ciri isi? 2. Ciri isi itu apakah sama seperti struktur bu? Sebelumnya terima kasih banyak bu."  
Guru: "Urutannya setelah pengertian boleh ciri isi, ciri bhs, struktur, dst. Struktur itu urutannya jadi beda dgn ciri isi."

(Student: "Assalamualaikum, good afternoon ma'am, I apologize for disturbing your time. I am Aulia Taranindia from class XII MIPA 3 for **permission to ask questions**: 1. What is the order of the paper, ma'am, is it after understanding directly to the content characteristics? 2. Is the content characteristic the same as the structure ma'am? Thank you very much in advance ma'am.")

(Teacher: "The order after understanding can be content characteristics, language characteristics, structure, and so on. Structure is a different order than content characteristics.")

(S2/JAPRI/01 – Utterance 4)

Context: Spoken by a student when asking the teacher about a paper assignment.

The student's utterance data (13) complies with the principle of maxim of obligation for first speakers to second speakers ask for permission. In the data, the student inserts the phrase asking for permission in the conversation with the teacher. In the data of the phrase "**izin bertanya**" ("**permission to ask**"), it can be seen that the purpose of students using the insertion of speech asking for permission is to refine the sentence when asking questions. This is done in order to give the impression of politeness by asking permission firstly then asking question to the teacher about the assignment.

In the obligation maxim, first speakers can also perform one of their obligations, namely asking permission to the second speaker, for example by using the word "**permisi**" ("**excuse me**") (Leech, 2014, p. 96).

- (14) Siswa: "**Permisi** bu, selamat pagi, mohon maaf mengganggu waktunya. Untuk perbaikan bisa dimulai kapan ya bu?"  
Guru: "Boleh sekarang."  
: "Ibu ada di ruang guru."  
Siswa: "Baik bu, saya baru di kantin sebentar lagi saya ke ruang guru."  
Guru: "Baik."

(Student: "**Excuse me** ma'am, good morning, sorry for disturbing your time. When can we start the remedial, ma'am?")

(Teacher: "Ya, may now.")

( : "I'm in the teacher's room.")

(Student: "Yes ma'am, I was just in the cafeteria and I'll go to the teacher's room.")

(Teacher: "Okay.")

(S66/JAPRI/01 – Utterance 408)

Context: Spoken by a student when asking about the schedule for doing remedials.



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The student's utterance data (14) complies with the principle of maxim of obligation for first speakers to second speakers to ask for permission. In the data, students use the expression of asking for permission for starting a conversation with the teacher. The word "*permisi*" ("*excuse me*") placed at the beginning of the sentence has a function resembling an opening greeting or opening conversation in speech.

Students start the conversation firstly using the word "*permisi*" ("*excuse me*") as an expression of asking permission. This is followed by a greeting related to a certain time, namely "*good morning*" then also followed by an expression of apology, namely "*sorry for disturbing your time*".

After opening the conversation with the word "*permisi*" ("*excuse me*") along with other sequences as an opening sentence, then student will convey his actual purpose. In the data of the word "*permisi*" ("*excuse me*"), it can be seen that the intention of the student is to refine the sentence so that it gives the impression of politeness by firstly asking permission.

The second sub is the expression requesting permission used to ask for permission. The following is one example of the data.

(15) Siswa: "Assalamualaikum, permisi Bu Asih, mohon maaf mengganggu waktunya, saya Puteri Hemas Khanafia dari kelas X9 **ijin tidak mengikuti** ldbi kali ini karena ada acara keluarga mendadak, mohon pemakluman nya dan terimakasih. Wassalamu'alaikum."

Guru: "Walaikumsalam, baik."

Siswa: "Terimakasih bu asih."

(Student: "Assalamualaikum, excuse me Mrs. Asih, I apologize for disturbing your time, I am Puteri Hemas Khanafia from class X9 **permission not to participate** in this ldbi because of a sudden family event, please forgive and thank you. Wassalamu'alaikum.")

(Teacher: "Walaikumsalam, okey.")

(Student: "Thank you ma'am.")

(S63/JAPRI/01 – Utterance 368)

Context: Spoken by a student when the student asked for permission not to attend the training for extracurricular debate in preparation for ldbi.

The student's utterance data (15) complies with the principle of maxim of obligation for first speakers to second speakers to ask for permission. In the data, the student inserts an expression of permission request in the conversation with the teacher which is found in the underlined phrase: "*ijin tidak mengikuti*" ("*permission not to participate*"). In the phrase data, it can be seen that the intention of the student is to ask for permission. The permission was conveyed by the student to the teacher because the student on that day would be absent from extracurricular activities.

Fourth, the research found speech data marked mainly by lingual markers that specifically contain expressions of requests for help: "*tolong*" ("*help*"). In addition, the results also found the use of lingual markers in the form of phrases of requests for help preceded by the words "*tolong ...*" ("*help ...*"), "*minta ...*" ("*ask ...*"), and "*mohon ...*" ("*please ...*"). The use of requests for help is marked by the use of lingual markers "*tolong ...*" ("*help ...*") so that the impression received by second speakers becomes more polite (Saputro et al., 2020, pp. 154–155).

(16) Siswa: "Selamat siang Bu asih saya kali ini akan mengikuti event parlemen remaja, jadi saya **meminta tolong** Bu asih untuk mengoreksi essay yang akan saya kirim. Jika ada salah pengetikan atau kata dan kalimat yang kurang pas **mohon diberitahu** terimakasih Bu asih."

: \*Siswa mengirimkan tautan Google Docs\*

Guru: "Baik."

(Student: "Good afternoon Bu asih, this time I will participate in the youth parliament event, so I **ask for your help** Mrs. asih to correct the essay that I will send. If there are typos or words and sentences that are not quite right, **please let me know**, thank you, Mrs. asih.")

( : \*Students submit Google Docs link\*)

(Teacher: "Okay.")

(S71/JAPRI/01 – Utterance 421)

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Context: Spoken by a student when asking for help to the teacher

Data (16) belongs to the obligation maxim of asking for help. In the utterance data, the student who plays the role of the first speaker uses a request for help which is contained in the following underlined phrases: "meminta tolong" ("ask for your help"); "mohon diberitahu" ("please let me know"). In both data, the phrases have the same meaning, namely that students want to ask the teacher for help.

The utterance data shows that students try to fulfill their obligations by using requests for help in speech when asking for help from the teacher. From the utterance data, it can be concluded that students ask the teacher for help so that they are willing to help in providing corrections, both criticism and suggestions for the assignments that have been done by students.

### f. Obligation Maxim (of O to S)

Obligation maxim of second speakers to first second speakers which is specifically used to respond the thanking or apologies have the characteristic of giving low value to the obligations that second speakers must do to first speakers (Leech, 2014, p. 96). The utterances in the obligation maxim of second speakers to first speakers are in the form of a positive response to a request for help or apology and/or thanking (Saputro et al., 2020, p. 155). Based on the results of the study, total of 5 data of utterances by students were found which were classified into a form of language politeness of the type obligation maxim of second speakers to first speakers. Based on the overall data, it is known that students use good (positive) response speech, namely (1) good (positive) response speech to thanking and (2) good (positive) response speech to apologies.

First, the research found speech data characterized by lingual markers that specifically contain good (positive) responses to thanking, including: "*sama-sama*" ("*you're welcome*") and "*terima kasih banyak*" ("*thank you very much*"). Examples of good responses to thank you include "*terima kasih kembali*" ("*you're most welcome*") (Leech, 2014, p. 96). A kind response the thanking can also be "*iya, sama-sama*" ("*yes, you're welcome*") (Saputro et al., 2020, p. 156). Good responses the thanking speech aim to minimize indebtedness (Leech, 2014, p. 96). The following is one example of the data.

- (17) Guru: "Tugas penulisan artikel Ibu kirimkan kepada 10 orang penulis artikel. Apakah pesannya sudah sampai?"  
Siswa: "Sudah bu."  
Guru: "Terima kasih Intan."  
Siswa: "**Sama-sama** Bu Asih."

(Teacher: "An article writing assignment that i was sent to 10 article writers. Has the message been delivered?")

(Student: "Already ma'am.")

(Teacher: "Thank you Intan.")

(Student: "**You're welcome** Mrs. Asih.")

(G3/GRUP/02 – Utterance 453)

Context: Spoken by a student when responding to a thanking from the teacher who thanked student for being informed that the assignment information had been delivered.

The student's utterance of data (17) complies with the principle of maxim of obligation of second speakers to first speakers. In the data utterance, the student uses a good (positive) response to the thanking. The data shows that students try to minimize indebtedness. By the way students reply to the teacher's thanking using speech replies that make it equal, namely: "*sama-sama*" ("*you're welcome*"). Previously, in the context of the conversation, it can be seen that the teacher is thanking because the teacher has been informed by the students that the message of the assignment order from the teacher has been delivered to the relevant students.

- (18) Guru: "Terima kasih atas kesediaan kalian dalam membenahi tanaman kalian. Semoga tumbuh sesuai harapan dan mampu menambah keasrian lingkungan di Smansara."  
Siswa 1: "izin menjawab diatas jam 9 Bu, aamiin, **terima kasih banyak** bu 😊."

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(Teacher: "Thank you for your willingness to fix your plants. Hopefully it will grow as expected and be able to add beauty to the environment in Smansara.")

(Student 1: "permission to answer above 9 o'clock ma'am, aamiin, **thank you very much** ma'am😊.")

(G7/GRUP/06 – Utterance 487)

Context: Spoken by student when responding to a thanking from the teacher who thanked the students for participating in fixing the plants and adding beauty to the school environment in order to complete the group project assignment.

The utterance of data (18) is included in the maxim of obligation of second speakers to first speakers. Based on the data, it is known that students use good (positive) response speech to the thanking. The student's reply: "*terima kasih banyak*" ("*thank you very much*") makes the speech equivalent to the teacher's thanking. The utterance data shows that students try to minimize indebtedness by replying to the thanking speech using thanking too. Previously, in the context of the conversation, it can be seen that the teacher thanked the students for participating in fixing the plants and adding beauty to the school environment in order to complete the project assignment.

Second, the research also found speech data characterized by lingual markers that specifically contain good and positive responses to apologies, namely "*tidak apa-apa*" ("*it's okay*"). Examples of good responses to apologies include "*tidak apa-apa*" ("*it's okay*") (Leech, 2014, p. 96). This good response is in the form of speech that aims to minimize the mistakes that have occurred (Leech, 2014, p. 96). Berikut ini adalah salah satu contoh datanya. The following is one example of the data.

(19) Siswa: \*Siswa mengirimkan dokumen tugas berupa word\*

: "Permisi pak, mohon maaf kami tadi menghampiri Bapak di ruang guru, tetapi Bapak tidak di tempat, jadi saya izin mengirimkan dokumen lewat WA. Mohon koreksinya pak 🙏. Terimakasih."

Guru: "Walaikum Salam, saya minta maaf kr beberapa hari tidak di sekolah, In Syaa Allah Senin depan ke sekolah."

Siswa: "**Tidak apa-apa** pak, kami berencana untuk konsul besok pagi hari Kamis pak, tetapi besok Bapak tidak di sekolah ya pak?"

Guru: "Kalau tidak repot Senin pekan depan, tapi sudah bagus 🙏."

(Students: \*Students submit the assignment document in word\*)

( : "Excuse me sir, I'm sorry we approached you in the teacher's room, but you were not there, so I permission to send documents via WA. Please correct it sir 🙏. Thank you.")

(Teacher: "Walaikum Salam, I apologize for not being at school for a few days, In Syaa Allah next Monday at school.")

(Student: "**It's okay** sir, we plan to consult tomorrow morning on Thursday sir, but tomorrow you are not at school, right sir?")

(Teacher: "If it's not too much trouble next Monday, but it's already good 🙏.")

(S49/JAPRI/09 – Utterance 279)

Context: Spoken by student when responding to an apology from the teacher who apologized for not being able to accompany directly to consult the assignment.

Data utterance (19) belongs to the maxim of obligation of second speakers to first speakers. In the utterance data, students use good (positive) response speech to the apology. Students reply to the teacher's apology by saying: "*tidak apa-apa*" ("*it's okay*"), which makes the speech has a low value and tends to mean reducing the teacher's mistake. The utterance data shows that students try to minimize the mistakes that have occurred. Previously, in the context of the conversation, it can be seen that the teacher apologized because the teacher at that time could not be present to help students who wanted to consult their assignments.

### g. Agreement Maxim

Agreement maxim has the characteristic principle of minimizing disagreement between oneself and others and maximizing agreement between oneself and others (Leech, 1983, pp. 132, 138). Berdasarkan keseluruhan data, diketahui bahwa siswa melakukan persetujuan penuh. Based on the results of the study, total of 4 data of utterances by students were found which

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belonged to the form of politeness of agreement maxim type. Based on the whole data, it is known that students do full agreement.

First, the research found speech data characterized by lingual markers that specifically give full approval, including: *"baik"* (*"oke"*) and *"iya"* (*"yes"*). The following is one example of the data.

- (20) Guru: "Nanti remidinya di lab 1 ya. Habis keputrian langsung ke sana."  
Siswa: "**Baik bu.**"

(Teacher: "The remediation will be in the lab 1. Go straight there after the matriculation.")  
(Student: "**Oke, ma'am.**")

(S14/JAPRI/06 – Utterance 75)

Context: Spoken by a student when the teacher scheduled a test question as a remedial assignment.

The utterance of data (20) is included in the principle of agreement maxim. Students use the following minor sentence *"Baik bu."* (*"Oke, ma'am."*) to give full agreement. In the data, specifically the word *"baik"* (*"oke"*) indicates that students fully agree to the teacher's offer regarding when to conduct the independent remedial exam.

Second, the research also found speech data that gives full agreement by hinting at approving or allowing or fully justifying something. Similarly, the tendency of agreement maxim increases agreement between oneself and others and reduces disputes between oneself and others (Saputro et al., 2020, p. 156). The following is one example of the data.

- (21) Guru: "Dan.. Udh di kelas semua?"  
Siswa: "**Sampun pak.**"  
: "Monggo."

(Teacher: "Dan.. Are you all in class?")  
(Student: "Yes, sir.")  
( : "Monggo.")

(S75/JAPRI/01 – Utterance 434)

Context: Spoken by student when the teacher asked about the condition of the class to make sure all students were ready to carry out learning after the afternoon break was over.

The student's utterance of data (21) complies with the principle of agreement maxim. The compliance is by using speech that specifically gives a signal to confirm what the teacher asked. The data aims to confirm the condition of the students in the class contained in the minor sentence *"Sampun pak."* (*"Already sir."*). In the utterance data, the word *"sampun"* specifically means that the student confirms that all students are already in class and are ready to start learning.

Vocabulary replacement in order to comply with the level of speech in language is done to show politeness or show respect to others (Meyerhoff, 2006, p. 123). The word "sampun" belongs to the Krama speech level (Anwar, 2013, p. 40) (Farahsani et al., 2018, p. 109). The word *"sampun"* is a Javanese word and has the equivalent of the word *"sudah"* (*"already"*) in Indonesian. In Javanese culture, Krama language is used by a person to communicate to an elder/respected person.

### g. Feeling Reticence Maxim

The principle of feeling reticence maxim is characterized by placing low value on its own feelings (speakers) (Leech, 2014, p. 98). Based on the results of the study, total of 4 data of speech by students were found which were classified into a form of language politeness of the type feeling reticence maxim. Based on the overall data, it is known that students give low value to their own feelings when delivering reply messages so that there is a tendency for students to hide their true situation.

The first characteristic, in the research results, is found speech data marked by the use of oppositional conjunction lingual markers: *"tetapi"* (*"but"*). This is in accordance with the results of research by Saputro et al. (2020, p. 159) Berikut ini adalah salah satu contoh datanya. which suggests the characteristics of feeling reticence maxim is *"... (is the situation covered), tetapi (but) ... (is the actual situation)"*. The following is one example of the data.

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- (22) Siswa: "Assalamualaikum wr. wb. selamat siang pak, maaf mengganggu waktunya, saya Fitri Nur Aisah, no absen 08 kelas XI MIPA 6 izin mengirimkan link kuesioner karya tulis ilmiah kelompok saya, **tadi kami ingin maju tetapi waktunya sudah habis.**"  
: "https://forms.gle/Ac7KyZVbcw4qSfsR9."

(Student: "Assalamualaikum wr. wb. good afternoon sir, sorry for disturbing your time, I am Fitri Nur Aisah, no. absent 08 class XI MIPA 6 permission to send a link to my group's scientific writing questionnaire, **we wanted to come forward but the time was up.**")  
( : "https://forms.gle/Ac7KyZVbcw4qSfsR9.")

(S49/JAPRI/05 – Utterance 253)

Context: Spoken by a student when his group did not have time to make a presentation.

Utterance data (22) is included in the principle of feeling reticence maxim. The utterance data "tadi kami ingin maju tetapi waktunya sudah habis" ("we wanted to come forward but the time was up") shows that the student group actually felt disappointed that they could not make a presentation even though they wanted to make a presentation because they felt ready. The feeling of reluctance has been tried to be covered by students by not asking for additional time because the learning hour is over.

Furthermore, the second feature, the research results also found a novelty feature characterized by the use of causal conjunction lingual markers: "karena" ("because"). The data characteristics include "Karena (Because) ... (is the situation that is covered), jadi (so) ... (is the real situation)". The following is an example of the data.

- (23) Siswa: "Assalamualaikum bu asih maaf mengganggu waktunya, mengenai surat dispen yang bu Asih berikan ke saya adakah perubahan bu?"  
Guru: "Tidak."  
Guru: "Sekarang silakan menuju MM, surat dispennya taruh di meja guru."  
Siswa: "**Karena tadi saya mau dispen ke guru MTK katanya nunggu jadi saya tidak paham.**"

(Student: "Assalamualaikum bu asih sorry for disturbing your time, regarding the dispen letter that Mrs. Asih gave me, is there any change, ma'am?")  
(Teacher: "No.")  
(Teacher: "Now please go to MM, the dispense letter is on the teacher's desk.")  
(Student: "**Because earlier I wanted to dispen to the MTK teacher he said to wait so I didn't understand.**")  
(S38/JAPRI/01 – Utterance 171)

Context: Spoken by student when they do not understand the procedure for applying for a dispensation permit.

The student's utterance data (23) complies with the principle of feeling reticence maxim. The utterance data "Karena tadi saya mau dispen ke guru MTK katanya nunggu jadi saya tidak paham" ("Because earlier I wanted to dispen to the MTK teacher he said to wait so I didn't understand") shows that students actually feel confused about the dispensation flow of the teaching and learning process. The feeling of reluctance has been tried to be covered by students by following the teacher's suggestion to wait first.

There is also data found that is almost similar while still using the second characteristic, namely the causality conjunction lingual marker: "karena" ("because"), i.e. "... (is the situation that is covered) karena (because) ... (is the real situation) tapi (but)... (is the real situation)". The following is an example of the data.

- (24) Siswa: "Assalamualaikum bu asih mohon maaf mengganggu waktunya saya Afaaniin dari kelas 11.3. Mohon Maaf bu asih **saya terlambat mengumpulkan tugas karena lupa memasukkan di teams tapi saya sudah selesai tepat waktu dan mempresentasikan di depan kelas, terimakasih.**"

(Student: "Assalamualaikum bu asih, I apologize for disturbing your time, I am Afaaniin from class 11.3. Sorry ma'am **I was late in submitting the assignment because I forgot to enter it in the teams but I finished it on time and presented it in front of the class, thank you.**")

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(S61/JAPRI/01 – Utterance 358)

Context: Spoken by the student when the student was late in submitting the assignment.

The student's utterance data (24) complies with the principle of feeling reticence maxim. The utterance data "*saya terlambat mengumpulkan tugas karena lupa memasukkan di teams tapi saya sudah selesai tepat waktu dan mempresentasikan di depan kelas*" ("*I was late in submitting the assignment because I forgot to enter it in the teams but I finished it on time and presented it in front of the class*") shows that students actually feel sorry for being late in submitting the assignment. The feeling reticence has been tried to be covered by the student by conveying the reason that the student forgot to upload the assignment file only in the teams application and has completed the assignment and even presented it in class.

## ABBREVIATIONS

- S = First Speaker
- O = Other or Second Speaker
- SMA = Senior High School

## CONCLUSIONS

Students in SMA Negeri 1 Jepara showed the use of seven forms of language politeness maxims out of ten maxims in Leech's theory of language politeness. The three maxims that are not used are Approbation maxim, Opinion reticence maxim, Sympathy maxim. The use of language politeness maxim by students is dominated by obligation maxim (of S to O). The obligation maxim (of S to O) is divided into four obligations including thanking, apologizing, asking for permission, and asking for help. The model of language politeness appears when students have conversations with teachers in the context of the teaching and learning process via WhatsApp.

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