CHAPTER I

INTRODUCTION

1.1 Background

Language is closely related to linguistics, complementing each other in our efforts to process and analyze language in everyday life. Pragmatics is the study of the relationship between language forms and their usage. According to Yuwita & Ambarwat (2023), it is a branch of linguistics that examines language use in communicative contexts and focuses on understanding the meaning associated with language use in real-life situations. Pragmatics explores the relationships between linguistic signs or symbols as they are used in everyday life and emphasizes how meaning can change in communication depending on the context. From pragmatic studies, Yule (2006) in discourse covers: 1). Speech functions, 2). Deixis, 3). Premises, 4). Conversational implicature, and 5). The principle of cooperation in conversation.

The principle of politeness is a pragmatic guideline for communicating respectfully, considering and valuing the feelings of all participants. The objective of this principle is to use language and behavior in communication to maintain harmonious relationships and avoid conflicts and tension. Politeness reflects advanced language skills in both oral and written communication, and it is conveyed to the community through interaction. Politeness is closely tied to culture and values, which vary among communities. According to Chaer (2010), there are three rules: (1) formality, (2) indecision, and (3) equality or politeness. The first rule implies that statements should not be rude or show superiority; the second rule means that the listener should have the freedom to respond; and the third rule emphasizes equality between the speaker and the listener. Specifically, Fitriana (2020) identifies markers that can be used as determinants of politeness. Walija (1996) describes language as the most comprehensive and effective means of communicating ideas, messages, intentions, feelings, and opinions. According to Brown and Levinson (1987), the theory of politeness centers around the concept of "face" in communication. All rational individuals have a "face" (metaphorically speaking) that requires care and attention. This face has two aspects: negative face and positive face. Negative face refers to a person's desire to be respected and free to act without obligation, while positive face refers to a person's wish to have their actions, possessions, or values viewed favorably by others.

In today's era of globalization and the advancement of information technology, communication through social media has become a crucial part of everyday life. One of the most popular platforms is WhatsApp, an instant messaging application that allows users to send text messages, images, videos, and documents directly over an internet connection. Released in 2009 by Jan Koum and Brian Acton, WhatsApp was initially designed to replace traditional SMS text messaging services. Its simplicity and widespread use enable users to share information and various types of content efficiently, according to Koten (2022).

Students, as social beings, actively use social media to interact with each other and with faculty members in an academic setting. The nature of communication between students and teachers is evolving rapidly with technological advancements. Despite this, proper etiquette is essential to ensure effective communication. Nowadays, students and lecturers commonly use WhatsApp for quick and practical interactions. Even though students have the freedom to communicate with teachers, they must adhere to good relationship ethics. Communication should align with societal cultural norms and values to prevent potential issues, as highlighted by Yuliyawati (2020a). Nonetheless, it is common for students to make mistakes by neglecting polite communication.

Contact ethics is an ethical way to contact teachers through a mobile phone or the more commonly used WhatsApp application to send messages. Sometimes students take it for granted now that they have the opportunity to interact with teachers in person. They often behave rudely; for example, they do not greet when starting communication, use inappropriate emojis, do not use normal language, and contact teachers regardless of the time of day, after which they often do not introduce themselves and also give very short answers. This makes teachers empathize with students. For example, students send messages on WhatsApp that are not polite, and some send unnatural stickers to teachers, which they think should not be jokingly suitable for teachers.

Image 1.1 Screenshot Chat Students and teacher

(1) guru :"Kasih tau temen2 remedialnya diganti sama follow ig ibuk aja"
kirim akun ig temennya k ibu" "nanti ibu cek"
(teachers: "Tell your friends that remed is to just follow my ig account"

"send your friends ig accounts to me" " I will check it")
siswa: "siap bu"
(Studens: " Ready ma'am)

From data 1, it can be concluded that the student is still not polite when sending a reply message to the teachers. If the first message was answered by the student with only *"siap bu"*, then the student should have replied more politely and shown respect for the teacher message such as,

"baik bu, terimakasih atas informasinya, saya akan menyampakannya kepada teman teman." (alright ma'am, thank you for the information. I will convey it to my friends).
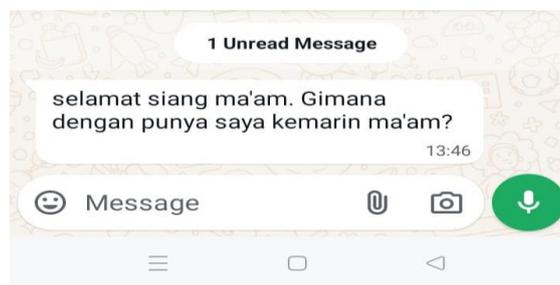

Image 1.2 Screenshoot Chat Students and teacher

(2) siswa : " Selamat siang ma'am. Maaf menganggu, gimana dengan punya teman saya kemarin ma'am"
(Students: "Good afternoon ma'am. Sorry to disturb you sorry. How about my friend yesterday ma'am.")

And secondly, in data 2 the politeness of the language used by the students breaks many rules, starting with not introducing many imperfect letters. This is significantly different from students who also had online teachers before the transition to the era of the COVID-19 pandemic. Students evaluate teachers and maintain the language skills of lecturers in both online and external teachers.

Based on this issue, which was supported by previous research, the researcher tried to analyze: **"LANGUAGE POLITENESS THROUGH WHATSAPP MESSENGER IN NUR CAHAYA HIGH SCHOOL MEDAN: PRAGMATIC STUDY"**

1.2 Problem Statement

To achieve the maximum research result, it is necessary to formulate the problems in the research work. Based on the above background, the following problem forms were obtained:

1. How do the strategies of language politeness students apply when communicating with teachers via WhatsApp Messenger?
2. What is the violation of language politeness committed by students when interacting with teachers via WhatsApp Messenger?

1.3 Objective of the Study

Based on the formulation of the above problem, the objectives of this research are as follows:

1. To describe the language politeness strategy used by students when interacting with teachers via WhatsApp Messenger.
2. To analyze the violations of language politeness committed by students when interacting with teachers via WhatsApp Messenger.

1.4 Benefits of Research

Theoretical and practical benefits must be obtained from the research to test the quality of the research done by the researchers. The benefits offered in this study are:

1.4.1 Theoretical Benefits:

a. Developing effective communication strategies for online communication, especially between students and teachers, regarding the linguistic reality in verbal expression
b. Providing further understanding of utilizing social media in fostering language politeness to enrich the literature on linguistics, especially in the context of social media

1.4.2 Practical Benefits:

a. Enhancing awareness of the importance of following communication ethics while communicating through social media platforms like WhatsApp Messenger
b. Providing students with useful knowledge in understanding the aspects of language politeness prepares the younger generation for effective digital communication.

1.5 Scope of the Research

The goal of this study is to describe how students applied speech strategies, politeness principles, and violations of politeness principles when communicating with teachers via

WhatsApp Messenger to students Nur Cahaya Middle School Medan. The politeness category instruments that have been created are categorized into four categories below :

Table 1.1 Politeness Indicator Criteria

No.	Indicators	Observation Points
1.	Very Polite	In the messages sent by students to lecturers via WhatsApp, seven criteria of politeness are present: timing, greeting, apology, identity, formal language, clear message, and a thank you note.
2.	Polite	In the messages sent by students to lecturers via WhatsApp, 5 to 6 criteria of politeness are present.
3.	Less Polite	In the messages sent by students to lecturers via WhatsApp, 3 to 4 criteria of politeness are present.
4.	Not Polite	In the messages sent by students to lecturers via WhatsApp, 1 to 2 criteria of politeness are present.