

Politeness strategies used by Papuan students in virtual communication practices at university

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ABSTRACT

This study aims at investigating and revealing language politeness strategies, as well as the factors that influence politeness strategies used by Papuan students during virtual in the context of virtual academic consultations as a practice of virtual communications to the lecturers. This study uses descriptive qualitative methods and purposive sampling to choose two lecturers and fifteen university students from the Papua as participants. Data was also gathered through online observation, offline interviews, and documentation. Online observations were made by evaluating screenshots of Google Classroom comments and recording of written conversations on WhatsApp and SMS sent by ten Papuan students. At the same time, offline interviews were carried out 10 students and 2 instructors. The data is then analysed using discourse analysis, which consists of multiple steps, including data recording, data transcription, data selection, and data interpretation. In line with the findings of this study, Papuan students use four types of politeness strategies when consulting with lecturers via virtual communication. They are positive, negative, bald on record, and off the record politeness strategies. In online communication, the negative politeness strategy is the most prevalent among Papuan students. The diversity of politeness strategies that are replicated, even if they appear unpleasant at times, is not an aspect of purposeful or disrespectful behaviour toward the

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interlocutor. But let us get back to the level of language skills, which still require more attention and are impacted by a variety of internal factors such as personality and age, and external factors such as culture, facilities obtained. The findings indicate that even when language capabilities are restricted in virtual communication, Papuan students receive enough education. This situation will improve the civility of language that students in Papua use while conversing digitally. As a result, higher education institutions in Papua should pay more attention to standard communication patterns when academic consulting with lecturers as speech partners in the context of higher education in Papua in order to develop comprehensive and effective communication practices.

Keywords: *Virtual communication practices; Papuan students; Politeness strategy*

1. Introduction

In the context of Higher Education in Papua, the level of language proficiency of a student greatly affects the quality of politeness strategies that will be reproduced during the communication practice, especially in the practice of academic consultation in the form of online-based writing. Because after all, politeness serves as one of the effective strategies for interacting in communication between humans (Mahmud, 2018). Therefore, it is necessary for students to have adequate language skills in establishing communication with their speech partners during the online learning process or the online academic consultation process outside the learning context. However, in contrast to conditions in the field, good language skills are still an agenda that has the potential to cause ineffectiveness and lack of conveying the meaning of the message to be conveyed to the interlocutor. According to Gaol, Supriadi, and Khairil (2020), the use of the local language of students in Papua is still quite dominant, causing a lack of ability for Papuan students to speak Indonesian well. In addition to the application of politeness strategies, which are influenced by the ability to manage grammar and punctuation, the application of politeness strategies also requires the sensitivity of students to understand the level of closeness of various speech partners during online communication practices. And the cultural conditions in the Papua region certainly have an impact on the culture created in the higher education environment in Papua.

In addition, there are many factors influencing the language politeness strategies of Papuan students that need to be explored. Therefore, it is necessary to conduct a study related to the condition of Papuan students in communicating virtually. Especially in today's digital era, students can communicate through messaging applications such as Whatsapp, and online learning platforms such as Google classroom. This means that student communication is established without having to meet face-to-face with the lecturer. Therefore, it is important to ensure that students have adequate language skills. Thus, speech partners, namely lecturers and students, when establishing online or offline communication can receive effective communication practices and politeness strategies comprehensively.

So far, the study of politeness strategies has become a commonplace study, such as politeness strategies in an online context. Where the existing study trends are divided into three categories. First, several studies have shown that the types of politeness strategies used during online communication (Alam & Muthmainnah, 2020; Algiovan, 2022; Hafid, Serliana, Gusnawaty, & Said, 2022; Citrawati, Andyani, Padmadewi, & Suwastini, 2021; Farida & Yuliana, 2019; Husna & Arief, 2020; Pasaribu, Saragih, & Gea, 2022; Sembiring & Sianturi, 2021). These studies focus on examining the types of politeness strategies used by students from various parts of western and central Indonesia in communication practices to lecturers in the context of thesis consultation or the learning process through the WhatsApp application and Learning Management System (LMS). Second, a study by Sunra, Nengsi, and Halim (2022) highlights the reasons for using politeness strategies during online communication.

This study examines the motivation of first semester EFL students using politeness strategies in online classes in the central part of Indonesia. Third, a study that highlights the use of emoji and politeness strategies during online communication such as Felisha (2022). The study focuses on examining the practice of emoji exchange between students and lecturers in WhatsApp group that are run for academic purposes. And this study shows that emojis improve the function of politeness strategies. Thus, in general, existing studies tend to examine the types of politeness strategies used by students in the western and central parts of Indonesia. These studies, however, have not discussed politeness strategies and the factors that influence politeness strategies used by students in conducting virtual consultations with lecturers at universities in eastern Indonesia, namely Papua.

To fill the gap in the study of politeness strategies used by Papuan students in the context of communication in the form of online consultation practices, it is deemed necessary to conduct more in-depth study. This study seeks to understand how students in Papua apply politeness strategies in communicating online through the help of an application. Meanwhile, this article seeks to examine two objectives. First, the politeness strategy used by Papuan students in online communication practices. Second, the factors influencing politeness strategy of Papuan students in online communication practices. The results of these objectives provide an explanation in the form of information about the ability of students in Papua in producing language politeness strategies for lecturers and the factors that influence politeness strategies during communication practices in the form of online academic consultations.

This article departs from two assumptions. First, students in Papua in communicating online to lecturers use various politeness strategies. Various language skills influence politeness strategies in reproduced language. Moreover, students in Papua are still strongly influenced by the habit of using the local language. Second, the politeness strategy produced by students in Papua will of course be influenced by various factors, both external and internal factors. Thus, this study will produce new information related to online politeness strategies used by Papuan students in higher education

institutions in Papua and the factors that influence politeness strategies during communication practices in the form of online academic consultations. Of course, this information becomes one of the inputs and references for higher education in Papua in overseeing the practice of communication between students and lecturers based on online media.

2. Literature review

2.1. Politeness strategy

Politeness is the speaker's strength in establishing interaction and communication while taking care not to offend the interlocutor. It is necessary to have a politeness strategy in language in order for communication to be acceptable. According to Brown and Levinson (1987) politeness strategies are used to save the image (face) of the speech partner from the consequences of threatening actions (FTA). Politeness strategy refers to human ability in social interaction that is conditioned by a society's socio-cultural norms and expressed through communication (Sunra et al., 2022). A politeness strategy is the use of courtesy or etiquette in practice to avoid offending others (Kerbrat-Orecchioni, 2011). Furthermore, Lakoff (1973) defines politeness as a communication attitude developed in society to avoid conflict. In line with politeness is a form of behaviour that has been developed in society with the purpose of reducing friction in personal social interaction (Lakoff, 2004). According to Sifianou (2019) politeness is an attitude of suppressing emotions and feelings in order to avoid conflict in social interactions.

Linguistically, politeness refers to speech expressed by the speaker to the listener at the appropriate place and time, resulting in an effective interaction between them (Sunra et al., 2022). The public is advised to maintain communication carefully in using words during a conversation to avoid actions that may offend the image of others (FTA). Face Threatening Act (FTA) is an abbreviation for the act of offending others (Brown & Levinson, 1987). Protecting the image of the interlocutor is important in communication practice, even if the speaker does not do so consciously. Furthermore, social and cultural norms supplement the use of politeness strategies in communication. As a result, the politeness strategy becomes an obligation for every human being who always communicates with fellow humans by prioritizing the security of the speech partner's image (Face saving.)

In communication practice, politeness strategies are classified into four types (Brown & Levinson, 1987). At the same time, these strategies have been applied and studied in a variety of contexts, including learning communication and consultation between students and lecturers. First, there is the off-the-record politeness strategy. This strategy enables speakers to conduct FTAs in an indirect manner. As a result, the speaker's utterance can be interpreted in a variety of ways. Because there are numerous interpretations of the speaker's utterance, it is up to the listener to decide how to interpret it. Of course, in this strategy, the speech partner must indirectly comprehend the meaning of the speaker's words. Second, implement a positive politeness strategy. This strategy is

intended to brighten the listener's face. According to Brown and Levinson (1987, p. 101) it can be expressed by “pleasing the listener's face to make them feel valued”. The speaker attempts to follow the listener's wishes in this strategy. As a result, the speaker becomes a co-worker with the speech partner. Positive strategies involving jokes, identity, and attention were discovered in a study (Hafid et al., 2022). College and high school students make use of jokes and identities. College students, on the other hand, use the paying attention strategy. Third, there are negative politeness strategies. Brown and Levinson, (1987, p. 129) define this strategy as "repressive action" aimed at the listener's negative image”. The goal of this strategy is to limit interference with the listener's freedom of action. This strategy can be used indirectly by speakers by using hedges, conveying pessimism in speech to express doubt, reducing coercion, or showing respect to listeners (Brown & Levinson, 1987).

When the speaker has social distance or feels awkward around the listener, he or she will usually employ this strategy. Negative strategies discovered in a study Amalia Hafid et al. (2022) include apologies, thanks, and questions. Fourth, the bald on record strategy. This strategy delivers information or messages to listeners directly or frontally (Brown & Levinson, 1987). Furthermore, they elaborated that this strategy prevents misunderstanding and misinterpretation between the interlocutors because the speaker reaches his peak in an effective and direct manner. As a result, speech should be delivered now, in a clear, unambiguous, and concise manner. According to Brown and Levinson (1987) the direct imperative is a type of bald-on-record strategy. In a study Amalia Hafid et al.(2022) bald on record questions, orders, and requests during social media communication via Whatsapp. The difference in politeness strategies is due to the power factor and the different social status (position) of lecturers and students (Pasaribu et al., 2022).

Furthermore, the use of nonverbal communication in interactions, such as emoticons, is part of a politeness strategy to maintain positive interactions between students and lecturers during thesis consultation via WhatsApp (Pasaribu et al., 2022). Aside from politeness strategies, Brown and Levinson (1987, pp. 74–77) “proposes a theory in which the use of politeness includes cultural sensitivity and the seriousness of an action, which is predicted by three social factors: social strength (P), social closeness between speakers and speech partners (D), and absolute ratings of the imposition of certain cultures (R)”. Where social power (P) refers to the power or dominance difference between the speaker and the listener. People with high social status, are more likely to accept respectful behaviour such as linguistic deference and negative politeness (Holmes, 1995). As a result, those with lower social status were more likely to respect and avoid offending those with higher social status. Distance (D) is a measure of social contact between known speakers and listeners, as well as how they relate in context. This demonstrates that politeness increases with social distance. Furthermore, “the level of imposition (R) denotes the degree to which something is considered a disruption to the listener's image” (Brown & Levinson, 1987, p. 77).

2.2. *Virtual communication practices*

Communication is a fundamental human activity, and it is one of the most important aspects of human life as social beings who cannot exist apart from one another. Communication requires the understanding of each individual in the process, and communication is not only expressing or conveying information that is not important or required by others, but communication also requires clear goals and the right choice of vocabulary so that the message content is conveyed as expected. by the sender of the message, in this case the communicator (Chrisnatalia & Rahadi, 2020). Online communication is one of the most popular modes of communication. Online communication is the result of technological advancements as well as the pandemic period that began in 2020. Online communication evolves as a result of various online application-based communication media platforms, such as WhatsApp and Facebook. Online communication is applicable not only in general, but also in society.

This, however, has implications for the context of communication in the classroom. Where lecturers and students interact online via synchronous and asynchronous online applications. Synchronous communication is communication that takes place in real time and at the same time using a computer as a communication medium (Emelia & Muntazah, 2021). The Cloudx application, zoom meeting, and Google meet can all be used for synchronous online communication during the learning process. Aside from synchronous online communication, there is also asynchronous online communication via the *WhatsApp* app, email, and Google Classroom. Suryadi, Ginanjar, and Priyatna (2018) state that the existence of *WhatsApp* social media is one example of technological and communication advancement that must be embraced. Communication saturation, limited interpersonal communication, limited space and time in learning activities, reduced student self-confidence, limited technology and information, the emergence of feelings of loneliness, limited media, online communication fatigue, and limited media literacy are some of the obstacles encountered when communicating in the context of learning (Emelia & Muntazah, 2021).

2.3. *Students in Papua*

Students in Papua are one of the provinces of Papua's occupations. According to Syarifuddin et al. (2017), Papua is a province in eastern Indonesia with the characteristics of a multicultural and multi-ethnic society. Papua is a true miniature portrait of Indonesia, with its diverse tribes, races, cultures, languages, and religions. In Papua, communities are generally divided into two groups: indigenous Papuans, also known as indigenous peoples in ethnic relations, and immigrant communities, also known as ethnic immigrants. According to Syarifuddin et al. (2017), the indigenous ethnic community is known as *Komin*, and the immigrant community is known as *Amber*. Additionally, indigenous peoples (*komin*) are divided into coastal and mountain communities. Meanwhile, migrants (*amber*) are Papuans who come to wander or start a business and

career in Papua after previously coming from areas outside the province of Papua, such as Java, Sulawesi, Kalimantan, and so on.

Furthermore, despite being indigenous Papuans, they speak a variety of languages. The use of language intonation is the most noticeable difference. When speaking, coastal communities use low intonation and do not speak too quickly, whereas mountain people use fast intonation. Immigrant communities use a variety of Indonesian languages, including Javanese dialect, Indonesian Bugis accent, Indonesian Toraja dialect, and many others (Syarifuddin et al., 2017). In their study in Bengkulu, Gaol et al. (2020) discovered that the existence of the Bengkulu language was admitted to slightly interfere with the adaptation process of Papuan students in Bengkulu. When communicating with non-Papuan students who use the Bengkulu language and dialect, the difference in language and dialect used by Papuan students becomes an impediment.

Language is one of the many cultural factors that influence Papuan student communication. The inability of Papuan students to communicate effectively in Indonesian, where the use of the local language still predominates, making their dialect difficult for newcomers to understand (Gaol et al., 2020). Meanwhile, one aspect of cultural acculturation that is easily visible and appears in a short period of time is social behaviour. This occurs because social behaviour in society is the result of social contact and communication. Many immigrants also follow the way of life that the local community believes in. As a result, conflicts or problems between local communities and immigrants are uncommon. They coexist peacefully, as if they were family. This became one of the Papuan people's characteristics, namely the strong kinship relationship and high tolerance between religions and tribes. This is in contrast to what happened in Selangor, where family relations became strained as a result of the influence of globalization, which included social interaction (Anakotta, Alman, & Solehun, 2019).

3. Method

3.1. Research design and participants

This study employs a qualitative descriptive method to investigate the usage of politeness strategies in a virtual communication context. This method focuses on the politeness strategies used by Papuan students in virtual written communication. The data for this study came from 10 Papuan students and 2 lecturers selected through purposive sampling from universities in Papua. The selection of participants from students is based on the use of politeness strategies in conducting virtual written communication via SMS, Whatsapp, Google Classroom. Then 2 lecturers are lecturers as well as course supervisors of 10 students. So it is believed to provide complete and adequate information on the needs of this research. Therefore, this study focuses on the context of written communication practices in the form of virtual academic consultations done by students to lecturers at higher education institutions in Papua utilizing WhatsApp, SMS, and Google Classroom apps. This study also looks at the factors that influence students' politeness strategies in written communicating online.

3.2. Data collection

The data was gathered through online observation activities involving screenshots of students' comments/responses to lecturers in Google Classroom, as well as textual communication between students and lecturers through WhatsApp and SMS. Following that, the researcher selected some of the best screenshots from the outcomes of student contact to lecturers via WhatsApp, SMS, and Google Classroom. The researchers picked three virtual written communication tools because they are the most often utilized by students and lecturers in higher education in Papua. In addition to online observations, data were acquired via direct interviews with numerous students and lecturers at one of Papua's higher education institutions.

This interview was held in an informal and comfortable setting. The goal of this method is to establish a welcoming atmosphere for researchers and informants. This method is also used to assess the consistency of an informant's replies with those of other informants. All data gathering operations are carried out while being documented with images and audio recordings. So that researcher may more easily evaluate the two research objectives defined in this study, namely Papuan students' politeness strategies and the factors that influence politeness strategies in virtual communication practices. In this scenario, students consult with instructors using Google Classroom, Whatsapp, and SMS.

3.3. Data analysis

Furthermore, the data obtained was in the form of screenshots of student comments/responses, and the results of the interviews were analyzed qualitatively using discourse analysis. The process of data analysis in this study consisted of several stages, namely initially the data was transcribed by listening to recordings of participant interviews and selecting screenshots of relevant student comments, then transcripts and screenshots of selected comments were classified based on the purpose of the study, then the data was interpreted and analyzed in the form of extracts. In the extracts, the relevant data are identified and discussed. The researcher uses discourse analysis to reveal the politeness strategies used by Papuan students in online communication practices and the factors that influence the politeness strategies of Papuan EFL students in online communication practices.

4. Findings

The purpose of this study is to explore the politeness strategies employed by students in Papua in virtual communication practices, as well as the factors that influence students' politeness strategies when conducting virtual academic consultations with their lecturers. The study results, which were derived from virtual observation data and offline interviews, as well as data in the form of documentation, were analysed to provide information about the study's purpose. The findings are presented in the form of selected data from portraits of virtual communication practices in the form of academic

consultations from students to lecturers, as well as data from interviews with informants from one of Papua's higher education institutions. There are two types of information about Papuan students' language politeness strategies in virtual communication practices.

4.1. The politeness strategy used by Papuan students in virtual communication practices

Students discovered the use of various language politeness strategies while conducting virtual communication in the form of academic consulting activities to lecturers. Positive politeness strategy, negative politeness strategy, off the record, and bald on record are the four types of politeness strategies used by Papuan students. The use of politeness strategies is carried out through the use of several platforms that Papuan students are familiar with when communicating virtually. As clearly illustrated in the table below:

Table 1

Observational findings regarding the types of positive politeness strategy.

Extract	Students' utterances from observational findings	Sources
1	<i>Assalamu'alaikum sir saya F D dari pbi 6. Kirim fotonya di kirim ke wa atau gc sir? [Assalamu'alaikum sir, I'm F D from PBI 6. Was the photo sent via wa or gc, sir?]</i> (March, 2021)	Whatsapp
2	<i>Yes sir, kalau boleh tahu pengalaman tentang apa ya sir? [Yes sir, if I may know about what kind of experience, sir?]</i> (October, 2020)	Google Classroom

Papuan students practice communication through academic consultations with lecturers, demonstrating the use of politeness strategies. The data in table 1 demonstrate the implementation of positive politeness strategies. Students use positive politeness strategies in consultation sessions conducted via Whatsapp and Google Classroom. This is consistent with what the following student (TA) stated:

I communicate or send messages to lecturers, sometimes I get criticism. Sometimes we forget punctuation. But indeed we are also sometimes less careful in writing messages. So, sometimes there are words that are incompletely typed. So that makes the lecturer less responsive. But I personally always try to send messages in the most polite way possible. (Extract 3)

This condition demonstrates that the positive politeness strategy developed by students in Papua is not solely dependent on the ability to select appropriate diction. On the other hand, students' accuracy in managing grammar in communication practice supports language politeness strategies. Furthermore, Papuan students were discovered to use more than one type of politeness strategy, as shown in the table below.

Table 2

Observational findings regarding the types of negative politeness strategy.

Extract	Students' utterances from observational findings	Sources
4	<i>AssalamuAlaikum Pak. Maaf, bisa kumpulkan tugas besok saya lagi sakit pak.</i> [Assalamualaikum sir. Sorry, can I submit my assignment tomorrow? I'm sick, sir] (February, 2022)	SMS
5	<i>Assalamualaikum sir, maaf mengganggu waktunya, hari ini saya bisa minta tanda tangan nya sir?</i> [Assalamualaikum sir, sorry to interrupt your time, today can I ask for your signature sir?] (February, 2021)	Whatsapp
6	<i>Bapak, maaf yang bagian tanda panah itu tidak kelihatan tulisannya.</i> [Sir, sorry that the arrow part does not show the writing] (October, 2020)	Google Classroom

Papuan students' use of virtual communication when consulting with lecturers reveals that they do not rely solely on one politeness strategy. In Papua, students in higher education use a negative politeness strategy when conducting virtual consultations. This is demonstrated by the data in table 2, which contains three messages derived from virtual communication practices such as SMS, Whatsapp, and Google Classroom. Papuan students then developed the negative politeness strategy by conveying a message that said "Assalamualaikum sir. Sorry, can i submit my assignment tomorrow? I'm sick, sir". Students' virtual communication to the lecturer as a speech partner exemplifies the negative politeness strategy by beginning the core message with "sorry". Students frequently convey messages directly to the interlocutor while maintaining respect for the interlocutor. This negative politeness strategy is not limited to virtual communication via a single communication platform.

The same thing, however, was done using two other applications, Whatsapp and Google Classroom. As a result, the negative politeness strategy is the most commonly used strategy. The habits of students who use politeness strategies on the three communication platforms demonstrate this. The data in table 2 demonstrate not only students' ability to use negative politeness strategies such as "sorry". However, it was discovered that students who establish virtual communication do not understand the significance of attaching their identity. Of course, the student's habits will influence the outcomes of using negative politeness strategies in consulting with the lecturer, who is the speech partner. This is in accordance with a lecturer's (ZF) submission, which provided the following information:

There are some things that are actually mistakes from students that are always repeated. And it seems that the students are not careful enough or sometimes they don't care. For example, the student most often forgets to write his name, course of study, and semester when sending messages to me. I don't know about other lecturers. What is clear to me personally this always happens. In fact, I sometimes think that students may feel that every lecturer keeps his contact number on the lecturer's cell phone. And you can imagine how many tens of students we face. It is impossible for the lecturer to be able to store that many student contact numbers. (Extract 7)

The speakers and listeners are not face-to-face in online written communication. Due to this, the speaker's information to the interlocutor may be incomplete. Of course, courtesy toward the speech partner, in this case the lecturer will suffer as a result. Papuan students' virtual communication skills include more than just positive and negative politeness strategies. According to the information in the following table, there are other politeness strategies.

Table 3

Observational findings regarding the types of off the record.

Extract	Students' utterances from observational findings	Sources
8	<i>AssalamuAlaikum. Bapak, posisi lagi dimana yah?</i> [Assalamualaikum. Sir, where are you?] (February, 2022)	SMS

Papuan students virtually always use off-the-record politeness strategies when consulting with lecturers. According to table 3, students use these politeness strategies by conveying messages in an indirect manner. Extract 8 exemplifies this "Assalamualaikum Sir, where are you?". Papuan students appear to use language whose meaning is indirectly conveyed to the speech partner in their virtual communication practice. Like the message in extract 8, "Where are you?" Of course, the message's purpose was not only to inquire about the whereabouts of his interlocutor, namely the lecturer. Students, on the other hand, have a need to meet about something. The information presented in table 3 above about more than just understands the different types of off-the-record politeness strategies employed by Papuan students. However, it is understandable that virtual communication via SMS produces a politeness strategy that is not present in the use of virtual communication via other platforms. In addition, Papuan students prefer to communicate virtually without revealing their identities, in accordance with the previous description in the explanation of table 2. In addition to the three previous strategies, Papuan students were found to use politeness strategies, specifically the bald on record politeness strategy. It is clearly shown in the table below.

Table 4

Observational findings regarding the types of bald on record.

Extract	Students' Utterances from Observational Findings	Sources
9	<i>Ngk ad laptop pak. Belum bli.</i> [Sir, there is no laptop. I haven't purchased anything yet] (October 2020)	Google Classroom

The application of bald on record politeness strategies is shown in the form of politeness strategies in table 4 above. Students in Papua then used this strategy via Google Classroom. Students establish communication, as in extract 9, by consulting with the lecturer while saying, "Sir, there is no laptop. I have not purchased anything yet". I have not bought anything yet." Students use the bald on record strategy to convey the message

directly/frontally without beginning with an opening word or respect. This provides information that students in Papua sometimes use a bald on record strategy to establish virtual communication with their partner. At the same time, information on bald on record strategies used through the Google Classroom platform is provided. Papuan students who use the bald on record strategy tend to communicate through virtual written communication with abbreviated vocabulary. This is demonstrated in extract 9 "*Ngk ad laptop pak. Belumbli*" in English version "Sir, there is no laptop. I have not purchased anything yet". The use of the bald on record strategy, along with the abbreviation of the words "*Ngk ad/tidak ada*" and "*bli/beli*" in English version "there is no" and "purchased" indicates that Papuan students still need to raise their awareness and ability to converse in good Indonesian virtually. This habit has a negative impact on the use of language politeness strategies in virtual communication with lecturers.

Thus, based on the above description, it is clear that there are several things to be learned from Papuan students' politeness strategies toward their speech partners, namely lecturers. To begin, students use various politeness strategies when communicating virtually with lecturers. Second, in addition to communicating politely, students discovered habits of students who did not pay attention to good grammar management in oral communication. Third, in addition to the issue of poor grammar, it has been discovered that Papuan students lack identity when establishing virtual communication with lecturers. Some of these are new details about Papuan students' use of language politeness strategies when communicating virtually.

4.2. The factors influencing politeness strategy of Papuan students in communication practices

The strategy of politeness in students' online communication practices is undoubtedly influenced by a variety of factors. The factors that have an impact are classified into two types: internal and external factors. The following table contains more detailed information.

Table 5

Interview findings regarding the factors influencing politeness strategy by Students in Papua.

Extract	Factors	Lecturers' utterances from interview findings
10	Internal Personality	"Students' politeness practices in language, both in class and through communication tools, are sometimes uncontrolled. I realize that it depends on the character of each individual student. Because basically wherever and whoever teaches them or on any campus they study. It will still show the character that has been developed so far, whether it is the inability to maintain politeness in language or vice versa" (Hn)
11	Age	"One of the things that affect the politeness of students in Papua is age. Like in the

		<p>undergraduate class that I teach there are some students who are much older than me as a lecturer. So sometimes the communication patterns created are influenced by age conditions. Sometimes, as a lecturer, I feel like they are like my parents. So automatically the language politeness pattern of the student becomes not too important. Due to their age, they should not be in the undergraduate class. It is undeniable that some students who are older have a pattern of politeness in speaking frontally to me as a lecturer. So I understand it because of the age factor and the culture in Papua” (ZF)</p>
12	Culture	<p>“Students in Papua tend to respond to lecturers’ explanations or advice with frontal comments. Where once our students gave advice about the importance of good manners to lecturers. Because it is proper for students as part of the need for knowledge to make them have to maintain politeness in language or attitude towards lecturers. However, at that time the students responded in unison that the lecturers and the campus also needed students. So I assume the student is ethically disrespectful. But the meaning conveyed is also true. so that makes me again have to understand the culture of students in Papua” (ZF)</p>
13	External Facilities Obtained	<p>“I used to advise students in class that we as children need to always reflect on and remember the faces of our parents who have contributed and their efforts in working hard to pay for your education and living as students. Suddenly, at the same time, several students receiving educational facilities thought that "the cost of living and studying is covered by the scholarship, not from our parents". And moreover we live in campus dormitories. I am sometimes concerned about their politeness patterns in communicating. How to give comments that a student should be able to package comments to lecturers using language that is certainly pleasing to the ears and in the heart. However, it turns out that almost those who are facilitated with scholarships have a habit of being less active in attending lectures, let alone responding to lecturers in an impolite manner. In fact, I sometimes think that students who go to college using personal fees are much more appreciative of the difficulty of the struggle to study in the world of campus” (ZF)</p>

Referring to the table 5 in Papua, the strategy of politeness in language is influenced by each student's personality, which is also an internal factor in online communication practices. Each student in Papua has a unique personality with a wide range of colors. Although students in Papua are divided into two ethnic groups, those of indigenous ethnic groups (komin) and those of immigrant ethnic groups (amber). Variations in each student's personality characteristics can be seen in the politeness of communication strategies that occur both online and offline/face to face in Papua. Students regard the existence of online communication practices as a safe zone for communication. In practice, the speaker and listener are not in the same location. As a result, students are not burdened by the consequences of the politeness strategies in their language. The student's personality undoubtedly influences his communication style. And that kind of communication style will have an effect on the language's politeness strategy. Based on the informant (Hn) stated in extract 10. *"I realize that it depends on the character of each individual student, because, it does not really matter who teaches them or where they study. It will still show the characters that have so far been awakened. It could be the inability to maintain politeness in language or vice versa."* As a result, the importance of mentoring by lecturers or lecturers on the personalities of students in online communication has increased. Because, as adult learners, students must always be supported in order to have positive consequences for the larger community, particularly in terms of politeness strategies in language online via various platforms. The various personality traits of language students have become an example of the strategy of politeness in language online.

The age difference between students and lecturers influences the politeness strategy in the language of students in Papua. In terms of politeness when speaking to lecturers, the age difference between university students in Papua has become a source of concern. Age disparities between students and lecturers at the undergraduate level are common in Indonesian higher education. As is common in Indonesia, lecturers are generally much older than students. Of course, this has an impact on the politeness strategy of students' language toward their lecturers. It differs from some Papuan perspectives on higher education. According to the (ZF) informant's disclosure in extract 11, *"As in the undergraduate class that I teach, there are some students who are much older than me as a lecturer"*. This information demonstrates that students who are older than their lecturers will reproduce politeness in language in Papua. As a result, internal factors such as age will serve as a trigger for politeness strategies that differ between students and lecturers. This is consistent with the information provided by students (SB):

So in my class, I am the most senior student. It is understandable that S1 is slow to go on, because of the cost issue. That's why we're usually confused and sometimes funny too. There are many young lecturers in Papua. Even I am older in terms of age. That's why there was an experience at that time I thought he was not a lecturer. We thought a classmate who had just arrived and had been lazy to

enter. Turns out he was a lecturer. However, students must still respect the lecturer. Although sometimes there are lecturers who are quite familiar with me as a student. but we still try to be respectful and polite in establishing communication. (Extract 14)

However, the strategy of politeness in language is influenced by external factors such as culture or environment, as well as the facilities obtained by students. The dominant culture in the community where students live will have an impact on their lecturers' online politeness strategy. "*Students in Papua tend to respond to lecturers' explanations or advice with frontal comments,*" explained the informant (ZF) in extract 12. Students' ability to respond to the lecturer's comments is the result of culture's influence on communication in their environment. According to informants, the state of student culture in Papua regarding frontal comments will result in a type of bald on record politeness. Listeners can respond to "frontal" comments in a variety of ways. However, it will have an impact on impoliteness towards listeners such as lecturers in the context of students as speakers in a higher education environment. Furthermore, because Islamic higher education is a minority community in the Papua province region, it will result in the region having the fewest Muslim students. As a result, the possibility of unpleasant language actions will become a part of communication practices at universities in Papua. As information from student (SA):

Some of my friends are sometimes not polite to the lecturers. Even though we are aware that we need the lecturers. Should be able to maintain good manners. Maybe because we are still few in numbers. And it creates a dilemma because we Muslims in Papua are limited. So maybe that's what makes some people do whatever they want. Sometimes not attending classes at will. And suddenly later came directly asking for a value. Well, quite a dilemma too. (Extract 15)

More than just students require knowledge. However, as stated by students in extract 12, "*lecturers and the campus both require students*". This condition will undoubtedly contribute to the diverse politeness strategies of students in Papua. As a result, student culture becomes one factor to consider when practicing language politeness in the university setting in Papua.

The strategy of politeness in language online is influenced not only by culture, but also by the educational facilities obtained by students. Many students in Papua attend lectures thanks to scholarships from various sources. Students receive dormitory accommodations in addition to scholarship assistance. Especially students from outside the province of Papua. The existence of scholarship and dormitory facilities is a trigger for the strategy of language politeness that students reproduce to lecturers or other fellow students in the practice of communication in class. According to (ZF)'s experience in extract 13, "*it turns out that almost all of those who are given scholarships have a habit of being less active in attending lectures, let alone responding to lecturers in an impolite manner*". As a result of the implications of a

scholarship facility and a residence hall, the informant's experience becomes information about the strategy of politeness in language. Aside from the strategy of politeness in language, there are many other impacts generated by the presence of these facilities, both positive and negative. Thus, in order to have a positive impact on the strategy of politeness in the language that will be reproduced, student facilities must be constantly refreshed, which is more constructive.

5. Discussion

5.1. The politeness strategy used by Papuan students in virtual communication practices

The goal of this section is to provide a descriptive objective of the politeness strategies utilized by Papuan students in virtual communication. Academic consultations between Papuan students and their lecturers are one instance of virtual communication. Where the politeness strategy of Papuan students in virtual communication manifests itself in a variety of performances. This differs as a result of the finding of many off-the-record politeness strategies, positive politeness strategies, negative politeness strategies, and bald on-record politeness strategies (Brown & Levinson, 1987). Aside from Papuan students' use of politeness strategies, many areas of language skills were discovered that require attention and improvement. Because the ability to communicate virtually necessitates the use of appropriate language aspects as well as politeness strategies. Meanwhile, some aspects that are considered to be lacking are the ability to manage grammar and punctuation that is not maximized, Papuan students learn as a narrative that does not pay attention to the age/status difference of their partners, as well as the method of presenting messages in virtual communication. As Yule in Tridinanti and Sari (2022) says that "politeness refers to awareness and consideration of the dignity of others". Thus, the use of strategies is strongly influenced by the level of language skills and the availability of the age and status of the speech partner. Because both of them really determine the outcome of the virtual written communication made by Papuan students to their partners.

The application of politeness strategies has a significant influence on the virtual communication practice carried out by students towards lecturers. This is demonstrated by a variety of positive, negative, off-the-record, and blatantly on-record politeness strategies. The variations of politeness strategies reproduced by Papuan students will trigger the continuity of communication strategies that exist between students and lecturers or fellow students. Because it is a manifestation of numerous speech act abilities employed by children to maintain linguistic competence. In addition, the application of various language politeness strategies resulted in the response of the lecturer as a speech partner in virtual communication. Of the four politeness strategies used, there is a negative politeness strategy that dominates the communication practice of students and lecturers virtually during academic consulting activities. This also shows that the communication skills of Papuan students tend to initiate communication while still giving respect to the lecturer as a speech partner. Because the negative politeness strategy is a strategy that is

oriented towards maintaining the self-esteem of the speech partner (Brown & Levinson, 1987). It is just that in the use of politeness strategies by Papuan students, it is still found that there are limited competencies in the management of grammar, vocabulary, and punctuation. This condition, of course, has an impact on the results of using virtual communication politeness strategies, especially written communication. Because inadequate language skills will make the students' language politeness strategies that are lacking will be maintained. Moreover, it is supported by the lack of concern from the speech partners, in this case the lecturer. And it will be even more dangerous when the inability and error in managing grammar in communication continues and triggers the impression of impoliteness in online communication practices carried out by Papuan students. Because the concept of politeness is very important for other people in interpreting the reasons for choosing to say something in a certain way both orally and in writing (Tridinanti & Sari, 2022).

The politeness strategy in language, which is duplicated in multiple meanings, comes as a result of a prerequisite that places students in Papua as speakers who have not been able to appropriately control language abilities and cannot reduce the incidence of unpleasant behaviors (FTA). Because of their inability to correctly manage syntax, vocabulary, and punctuation, kids have been cast as victims rather than players in online communication practices. According to (Gaol et al., 2020), the inability of Papuan students to speak Indonesian properly, where the use of the indigenous language is still prominent enough that their dialect when talking is difficult for foreigners to comprehend. In fact, many migrants adhere to the life principles held by the local society (Anakotta et al., 2019). Thus demonstrating a cause for the emergence of communication practices that result in the usage of various politeness methods and is supported by a number of flaws in the practice of managing deficient language abilities. As a result, it has an effect on communication outcomes, causing the speech partner, mainly the student, to sometimes misinterpret the speaker's intent.

In recent years, several researchers have discussed the politeness strategies used by students in Indonesia. Both face-to-face and online politeness strategies (Algiovan, 2022; Amalia Hafid et al., 2022; Citrawati et al., 2021; Farida & Yuliana, 2019; Felisha, 2022; Husna & Arief, 2020; Pasaribu et al., 2022; Retnaningsih et al., 2019; Sembiring & Sianturi, 2021; Sunra et al., 2022). However, this study provides a new story regarding the use of politeness strategies used by students in Papua. Where Papuan students in communicating online to lecturers via whatsapp, SMS, or in the context of learning through Google classroom tend to use negative politeness strategies. The negative politeness strategy became the most dominant politeness strategy created between students and lecturers. They believe that negative politeness strategies provide the potential to minimize unpleasant actions against lecturers as online speech partners. The results of this study further clarify what has been said in several other regions in Indonesia such as West Sumatra by Husna and Arief (2020). Where this study was conducted at the Indonesian Language Education Study Program, Padang State University with the

findings of the most widely used strategy is the strategy of speaking using negative politeness between students and lecturers via Whatsapp. In addition, the results of a study in the West Java region by Farida and Yuliana (2019) found that students used the four politeness strategies with negative as the most frequently used strategy and bald on-record the least used. By using negative strategies as the dominant way to communicate with their lecturers, it was revealed that students tended to indirectly show respect to others. However, the results of the study (Amalia Hafid et al., 2022) showed that teenagers from the high school level in Makassar only used negative politeness in asking questions in social media conversations, especially in WhatsApp groups.

The use of negative politeness strategies does not always happen like in Papua. Where the results of a study in the North Sumatra region by (Sembiring & Sianturi, 2021) which aims to explore politeness strategies applied by students of the English Department at the Indonesian Methodist University to their lecturers via WhattsApp. It was found that positive politeness strategies were more dominantly applied by students. This strategy is considered to minimize threats when providing comments for each instruction made by the lecturer. Similar to what happened in the study (Pasaribu et al., 2022) it was found that the dominant lecturer used bald on-record (30.93%) with the most realizations of imperative sentences; on the other hand, students tend to use positive politeness strategies (23.20%) with the most greetings realization. The difference in the choice of politeness strategies is caused by the power factor and different social status (position) between lecturers and students. Similarly, the results of studies in the Lampung and Bali regions by (Algiovan, 2022; Citrawati et al., 2021) positive politeness strategy is the most dominant strategy used in online communication via whatsapp. Thus, this paper finds a process of reproducing polite language strategies to produce various student actions in each region, including Papua, in order to minimize the occurrence of unpleasant actions for lecturers as speech partners during online communication.

5.2. Factors influencing politeness strategy of Papuan students in communication practices

Politeness strategies used by Papuan students are certainly not reproduced in virtual communication practices. However, there are influences, both internal and external. This then becomes the second objective of this study, which is a critical objective of the factors that influence the politeness strategies of Papuan students in virtual communication. Where, it has been found that factors that influence the language politeness strategy of Papuan students, namely, internal factors in the form of personality, and age differences, as well as external factors in the form of culture and facilities received by students from campus. Every student in Papua has a unique personality with a variety of colours that affect politeness strategies. In addition, the age of students in Papua who are older than their lecturers also has an influence on the politeness strategies produced in virtual communication. In addition, the condition of student culture in Papua which tends to be frontal will result in a type of bald on record politeness. However, the

culture of students in Papua is very different from that of students outside Papua. Because, cultural identity can be understood from the communication style, cultural orientation, and self-meaning practiced by an ethnic group in social relations in society (Syarifuddin et al., 2017).. And the existence of scholarship and dormitory facilities is a trigger for polite language patterns that are reproduced by students to lecturers or other fellow students in virtual communication practices. Thus the politeness strategy used by Papuan students comes with various types. This is inseparable from the influence of the factors that have been described previously.

The second finding in this study is that there are factors that influence virtual communication practices. First, the politeness strategy in virtual communication practices is influenced by the personality factors of the Papuan students themselves. Where are the personalities of Papuan students who tend to be unable to adjust the use of language according to the context of communication, such as arranging the right vocabulary for use in the context of written or oral communication. This is a habit that is often found by Papuan students in online written communication. So that the habit of speaking using the language of oral communication is adopted into written language that is not in accordance with the rules of good grammar. This condition is one of the information from the results of this study. Then the results of this study clarify what was stated by Mulyati (2022) that the lack of students in writing lies in the lack of understanding in the use of grammar which includes the use of capital letters and punctuation marks. Second, there is an age difference factor, which shows that the age condition of undergraduate students is much older than the age of the lecturer. So that the politeness strategy produced by Papuan students is different from usual.

It appears that the position of superpower that is on the lecturer shifts to students in terms of politeness practices in communicating virtually. Third, the influencing factor is culture. Where the culture of Papuan students is very diverse in terms of the condition of the community which consists of various tribes and ethnicities (Syarifuddin et al., 2017). As a pluralistic society, Papuan students in communicating are of course influenced by the prevailing culture in Papua. As is the case in a study (Syarifuddin et al., 2017) which classifies the communication style of the Papuan community in terms of ethnic relations consisting of indigenous ethnic groups (*komin*), and ethnic immigrants (*amber*). Where Papuan students who come from ethnic immigrants (*amber*) tend to use a high context communication style (indirect communication). This is different from the indigenous ethnic groups (*komin*) who tend to be frontal, straightforward, unpretentious/ambiguous or known as low-context communication style (direct communication). This is evidence that although it is found that the dominant politeness strategy is a negative politeness strategy, Papuan students in communicating tend to be frontal or bald on record in the context of direct communication. It can be understood that the politeness strategies used by Papuan students tend to vary due to the influence of varying communication styles. Fourth, apart from the three factors that have been stated previously, there are other factors in the form of facilities received by Papuan students,

whether in the form of scholarships or residential facilities in the form of dormitories, which also influence the politeness strategy used in virtual communication.

The practice of virtual communication is also influenced by the facility factor because it is found that Papuan students who are recipients of facilities tend to lack respect for their interlocutor, namely, lecturers. Ideally scholarship recipients must provide tangible evidence as a result of the facilities received. At least be a role model for other students, especially in maintaining the politeness of communicating to lecturers and other students. Some of them do not feel the weight of the struggle in obtaining education costs independently. They have been familiarized with the existing facilities. So pampering students with these facilities. Thus giving birth to a character that is not good, especially in respecting others in communication practices.

Various previous studies have very well provided information on how politeness strategies are used by students in communicating with their interlocutors, who in the context of this research are lecturers. Including factors that influence the use of politeness strategies to communicate virtually. Where in the study one of the factors found to have a significant influence was culture. Where the Papuan people consist of various cultures such as indigenous ethnic culture and immigrant ethnic culture. As in this study, Papuan students' language skills are influenced by various aspects that really need attention. As culture is one aspect that is very influential, especially the use of regional languages which still dominate. Of course, this situation will result in assimilation and acculturation between the new and original cultures of immigrant students, such as an inadequate level of Indonesian language proficiency (Yarisetou, 2011, p. 17).

The condition of inadequate language skills is a personality and cultural factor that does not support the communication process that produces a good language politeness strategy. However, culture is involved in the reproduction of language politeness strategies. Because a local wisdom will have an impact on the habit of using language politeness strategies. As in the study Alam and Muthmainnah (2020) found that the realization and implications of local wisdom as main values such as ethics and politeness in language, self-image, courage, solidarity, and cooperation. Language violations among students have resulted in poor language politeness strategies used for lecturers. Likewise, bad politeness habits will lead to miscommunication between students and lecturers. Students in Papua are vulnerable to poor politeness strategy reproduction strategies because of deviant language competence and factors that influence language politeness strategies.

6. Conclusion

This study shows that students in Papua in establishing virtual communication in the form of academic consulting practices to lecturers as speech partners were found to apply various politeness strategies. There are four types of politeness strategies that are reproduced virtually, namely, negative, positive, off the record, and bald on record strategies. During the application of politeness strategies, it was found that negative

politeness strategies dominated the virtual communication practice of Papuan students. However, there are aspects of language proficiency that need attention, namely, awareness of the importance of using grammar, punctuation, and choosing the right diction. However, this aspect becomes an important point in the practice of virtual written communication. Of course, the results of using politeness strategies in virtual communication with lecturers will be refined further.

Other findings also show that personality factors, age differences, culture, and facilities received by Papuan students affect the politeness strategies used by Papuan students in establishing virtual communication. With awareness of the influence of these factors, it can provide enlightenment to Papuan students so that they can be more thorough in conducting virtual communication to lecturers as speech partners. Therefore, it provides an understanding of Papuan students in order to avoid the potential for unpleasant treatment of the image of their partner. Apart from the limitations of this study, it does not specifically examine Papuan students from the point of view of the ethnic relations between Komin and Amber. This study contributes to the perspective of using politeness strategies by students in Papua in establishing virtual communication with their speech partners, namely lecturers. As well as providing information about the diversity of language competencies possessed by Papuan students, which tend to sometimes seem unpleasant, is not an aspect of intentional or disrespectful behaviour towards the interlocutor. However, it is aware that various parties, especially higher education in Papua, should focus more on developing the language competence of students in Papua, especially the language of written communication.

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