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The positive politeness strategies used on whatsapp conversation between student and teacher in English learning at al-luthfah Islamic school

Dwi Santoso ^{a,1,*} , Novita Indriani ^{a,2}

^a Universitas Ahmad Dahlan, Indonesia

¹ dwiud@gmail.com*; ² novitaindriani@gmail.com

* corresponding author

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ABSTRACT

This Study discusses WhatsApp conversations between students and teachers used while learning English used in teaching activities to determine the type of politeness used by students in WhatsApp conversations during English learning at the al-Lutfah Islamic school. This research uses descriptive qualitative as the research method. The research subjects are students and teachers, while the objects of the study are politeness strategies in WhatsApp conversation that may contain politeness. The data of this research is the WhatsApp conversation containing politeness strategies. It uses observation and takes notes to collect the data. The data analyzing method is agih method. The participants of this research are teachers and students at Al-Luthfah Islamic school. The transcriptions were analyzed and discussed based on the politeness of Brown and Levinson (1987). This study reveals the kinds of politeness types used by Al-Luthfah Islamic students to encode politeness or politeness in the form of several messages when replying to several statements in the WhatsApp group. These expressions are in the form of greetings, gratitude, ask questions, express opinions, and several forms of these messages are stages of obtaining data, identifying data, looking for standards, classifying types of politeness, and finding their function of the politeness used and analyzing the data.



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1. Introduction

During the pandemic period caused by the coronavirus, everyone cannot meet face to face and chat like normal days. However, with this pandemic, we are forced to take advantage of various [1], [2]. The most effective pathway that everyone has achieved is using cell phones and the internet [3] which have changed the way people can do it. Most of the communication now takes place using two or more electronic devices in a computer-mediated format [1]. Computer-mediated communication (CMC) consists of various interactive socio-technical modes, including email, chat, discussion lists, discussion forums, Facebook, and Twitter [1], [3], [4]. One of them that is currently very popularly used in education is WhatsApp, an instant communication tool gaining immense popularity. WhatsApp is used as a learning [4] tool chosen by schools as a learning media because it does not directly allow face-to-face learning. Like many other CMC fo[4]as, WhatsApp conversations are text-based interactions [4] at work with the keyboard to compose messages and a screen to read them, online interactions via discourse, and other multimodal semiotic systems, such as emoji's and pictures [5]. Online communication occurs by sharing verbal language elements drawn from spoken and written styles, for example, with WhatsApp messages written as if they were spoken, and the type of language used is quite similar to spoken discourse. Therefore, digital discourse is defined as written, verbal text

with a hybrid resulting from transferring oral-or⁴ted discourse into written form, which can be used with icons used to⁴nvey messages [6], [7]. In online communication, actions and beha⁴or are expressed through language, while physical and emotional activities are conveyed using various semiotic systems, such as emoticons, emoji's, GIFS, or videos [8]–[10]. However, textual communication is the most crucial resource used during interactions.

Online communication is as authentic as offline interaction. Although online i⁴eractions are entirely natural and spontaneous, the technology for organizing, assisting, and enabling their messages before sending them gives them the opportunity for grammar, clarity, and pragmatic politeness [11]–[13]. Since no specific rules govern the linguistic forms and forms of politeness used in writing WhatsApp messages, one may not be sure of the politeness strategy and the appropriate language form [14]–[16]. This Study discusses WhatsApp communication between student and teacher members. Politeness is one of the things that always exists in communication used to maintain and develop a relationship between speaker and receiver [17]–[19]. Politeness is used to support the relationship between the speaker and the receiver in the communication process. Existing communication between people always contains politeness, namely meaning or words that have politeness, both in-person and online. Aspects of oral or written communication, both face-to-face and online, still include elements of politeness [20], [21]. In this Study, the researcher chose the politeness strategy theory proposed by Scollon and Scollon and several other theories corroborated by evidence in the field. The main points applied by the Islamic School of Al-Luthfah on social interactions, which belief in communication dialogue. They communicate the two terms 'good communication' and 'friendship' - good discussions during learning activities carried out by everyone. Al-Luthfah Islamic school adapts well in conversations between students and teachers. They mention 'friendship,' placing the familiarity strategy adapted by the Al-Luthfah Islamic School, namely, by saying students' names during English learning and asking some questions that attract intimacy created to build a form of closeness between teachers and students. Besides, they adapt the difference from the point of 'good communication' to the pronounced issues of the word used.

Many things use WhatsApp as a social media communication platform in the context of education in Indonesia. WhatsApp is used to share information about school activities to discuss various topics or discussions between students discussing school material. In some high schools, the application serves to bridge communication between teachers and parents. From the benefits of using WhatsApp for social media communication in Indonesia's educational settings, decency issues among contacts have emerged in this digital communication environment [22], [23]. The studies show that students have little awareness of politeness when communicating with their teachers. This is reflected in the use of slang by many students, a symbol of egalitarianism [24], [25], modernity [7], [12], and expression during the communication process [7], [26], [27]. Accordingly, present two lists of tables of linguistic politeness strategies: 'involvement' strategies or positive politeness strategies to create positive relations with others [28]. Another one is the 'in¹pendence' strategies or negative politeness strategies to lessen and decrease impositions to others¹ the main actors in this English learning-interaction based on WhatsApp, students, and teachers have different styles in communicating with each other. To communicate is not only "phrasing interests and arguments or the max¹imally efficient transfer of information" but also "not hurting other people's feelings" [29]–[32]. That means that to communicate, and people will pay attention to the contents of the information and the ways of transferring it. Effective communication is intended to share messages successfully and create comfortable communication among the interlocutors, creating intimacy between one and another person.

According to the statement of [14], [15], [33] proposed some strategies of politeness. The first strategy is "baldly on record without redressive action," which follows what it says. The speakers do the FTA in the most direct, clear, and unambiguous way because they believe that there are occasions when some constraints force people to speak very directly. For example, if there is an emergency or a significant time constraint, the speaker saves time to be effective. The second strategy is the "positive politeness strategy." It is an appeal to solidarity towards others. That is how to make the hearer feel good or think that his values are shared. Positive politeness utterances are used to extent intimacy, to imply common ground, or to communicate wants. The third strategy is "negative politeness strategy," which refers to an attempt to demonstrate awareness not to be imposed on, that is, to avoid interfering with the interlocutor's freedom of action using hedges and apologies, among others. Brown and Levinson said that they consider this strategy as the heart of respect¹ behavior because it performs the function of minimizing the imposition over the hearer [34], [35]. The fourth strategy is "off-record."

Generally, it is the use of utterances that are not directly addressed to another. It is called indirect speech. In this strategy, the speaker performs the FTA by saying something indirectly (implicative).

The problem of immodesty in digital communication, such as that which occurs in Indonesian education, is also found in many countries: Greek and Japan. To address this problem of immodesty, literature has suggested a role for politeness strategies to help speakers achieve specific communication goals. In this paper, politeness strategies are concerned with the actions taken by students and teachers in a school environment, and this includes the use of polite language in certain types of communication in a digital environment such as WhatsApp messenger. [14], [36] argue that certain norms and conventions may apply in certain cultures and communities and thus require the speaker's communication competence to address politeness strategies in education fields. All the problems above are the reasons why the researcher wants to do an analysis. Besides, learning English that was carried out during this pandemic will also have to be done as long as the pandemic conditions caused by the coronavirus have not subsided. By knowing the form of politeness used in conversations between students and teachers, it is hoped that it can add knowledge about the types of politeness and make both students and teachers aware of the perceived contribution by applying good politeness in the world of education. Primarily online learning is currently being carried out on WhatsApp Messenger.

2. Method

In completing this research, researchers used a qualitative descriptive method [37], [38]. The method applied is by describing the data and analyzing it closely related to focus analysis. The research objects of this study are positive politeness strategies between students and teachers during the distance learning on WhatsApp. The data in this study are the WhatsApp conversations containing the politeness strategies [39]–[45]. There are two sources of data, namely primary and secondary data sources. The research data are in the form of conversations between students and teachers on learning English on WhatsApp. Besides, there are also data sources from which the data were taken. The WhatsApp conversations are the sources of the data used in this study, so there is no secondary data from this study.

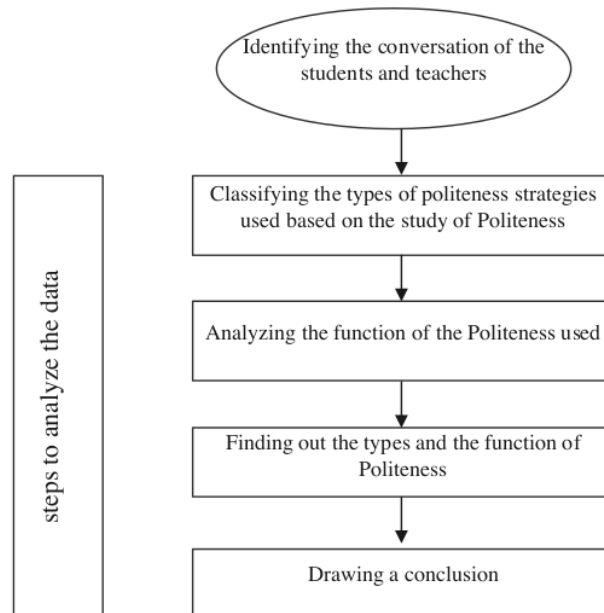


Fig. 1. Steps to analyze the data

In collecting data, the researcher used note taking as an instrument of the research. After observing the WhatsApp conversations, the researcher classified them into kinds and their functions of positive and negative politeness strategies. In the following, the writer will do some steps to collecting the data: (1) The researcher read and observing the text message between students and teachers in WhatsApp during English learning; (2) The researcher identified sentences that contain positive politeness strategies; (3) The researcher wrote down some notes in the notes book; (4) The researcher classified data into the types and the functions of positive politeness strategies based on the theory. The researcher used Brown and Levinson's theory, to analyze the type and the functions of positive politeness. The other word, the researcher interpreted and disclosed the types and the function of the student's positive politeness strategies in Al-Luthfah Islamic School (Fig 1).

3. Results and Discussion

Based on the data analysis of the positive politeness strategies in the conversation between student and teacher on WhatsApp conversation during English learning, the researcher found the positive politeness strategies with some strategies of positive politeness based on Brown's theory Levinson. There are 50 sayings that indicate positive politeness strategies, which are showed positive politeness strategies. To understand the data collection, the researcher makes a code and explain the data efficiently. There are: **Std** is student, **Mt** is meeting, **Dt** is datum, **S** is speaker, **St** is strategy, **His** hearer, and **FTA** is a face-threatening act. The codes of positive politeness strategies as follows: **St.1**: Notice, attend to the hearer (his interest, need, and want), **St.2**: Exaggerate (interest, approval, sympathy with hearer), **St.3**: Intensity interest to the hearer, **St.4**: Use solidarity in-group identity markers, **St.5**: Seek agreement, **St.6**: Avoid Disagreement, **St.7**: Presuppose/raise/ common ground, **St.8**: Joke, **St.11**: Be optimistic, **St.12**: Include both speaker and hearer inactivity, **St.13**: Give (or ask for) reasons, **St.14**: Assume or assert reciprocity., **St.15**: Give gifts to the hearer.

1) The type of the Positive Politeness Strategies

Datum 1 indicates strategy 15: In the first conversation between teacher and the student, there is a strategy number 15. The speaker may satisfy the hearer "is positive-face wants by actually satisfying some of the hearer 's wants (action of gift-giving, not only tangible). **Datum 2** indicates strategy 3: In this data, the speaker intensifies the interest of his contribution by asking the question that the hearer knows what the answer already and draws hearer as a participant into the conversation with direct questions and expressions in this strategy, we can indicate the word "see what I mean" determining strategy number 3. **Datum 3** indicates strategy 7: In this conversation, the student makes sure that the student understood the material, which determines strategy number 7 about spending time and effort with the hearer, as a mark of friendship or interest in him, by talking for a while unrelated topic. **Datum 4** indicates strategy 12; this conversation indicates strategy number 12 from the student's conversation that said, "We don't like math, miss, so shall we?" that determines both speaker and hearer inactivity. This strategy uses the inclusive "we" instead of "I" or "you."

Datum 5 indicates strategy 14; the conversation, determining strategy number 14 from the student word used "I turn to miss." That determining Assume or assert reciprocity. The speaker and hearer may claim or urge by giving evidence of reciprocal rights or obligations obtaining between the speaker and the hearer. **Datum 6** indicates strategy 13: in this conversation is determined strategy number 13 because the word of the student used the speaker fosters cooperation by involving the hearer in his reasoning process so that the suggestion will be seen as a mutual decision. **Datum 7** indicates strategy 15: in this conversation is determining strategy number 15 in giving gifts to the hearer. The speaker may satisfy the hearer "is positive-face wants by actually satisfying some of the hearer 's wants (act of gift-giving, not only tangible) that we could see from the student's text.

Datum 8 indicates strategy 12: in the data, number 8 indicates strategy number 12 because this strategy uses the inclusive "we" instead of "I" or "you" that we found from the word "We don't get the point from the story maam, should we?" that determining strategy number 12. **Datum 9** indicates strategy 7: In this conversation, it indicates strategy number 7 because of the word used by the student who explains the story of the Winnie the Pooh. The value of speaker "is spending time and effort on being with the hearer, as a mark of friendship or interest in him, by talking for a while about unrelated topic. **Datum 10** indicates strategy 12: in this conversation, it indicates strategy number 12 that we could find in the word used by the student above "Should we write on the paper maam" This strategy uses the inclusive "us" instead of "I" or "you."

Datum 11 indicates strategy 3: In this conversation, it uses strategy number 3 in that the speaker intensifies the interest of his contribution by "making a good story" and draws the hearer as a participant in the conversation with direct questions and expressions like, 'you know, see what'. We could see from the text used by the student number 5 to all the friends in the group, "I see, thank you." **Datum 12** indicates strategy 1: In this strategy, the student's conversation, determining Notice will attend to the hearer (his interest, want, need, and good). It suggests that the speaker should take Notice of aspects of the hearer 's conditions. **Datum 13** indicates strategy 5: In the conversation of number 13, it can be seen when the student asked the teacher to answer the good news first and expressing speechless by saying, "Oh god!" The speaker may satisfy the hearer "is positive-face wants by actually satisfying some of the hearer 's wants (act of gift-giving, not only tangible).

Datum 14 indicates strategy 15: In this conversation, it indicates strategy number 10 that can be seen in the answer of the student by saying "Have a nice day ma'am, thank you so much." The speaker may satisfy the hearer "is positive-face wants by actually satisfying some of the hearer 's wants (act of gift-giving, not only tangible). **Datum 15** indicates strategy 10: in this conversation, it can be seen in the student's text that said, "Insha'Allah, at 5 pm, will be done man". That contains an offer or promise that he will be done at that time.

Datum 16 indicates strategy 1: In this strategy, Notice, attend to the hearer (his interest, want, need, and good). It suggests that the speaker should take notice of aspects of the hearer 's conditions. The teacher as the speaker has been noticed of aspects of the hearer 's conditions. The teacher wants to pay attention to the student by asking about the narrative story that has been shown by the video. **Datum 17** indicates strategy 1: In this strategy, notice, attend to the hearer (his interest, want, need, and good). The teacher as the speaker has been noticed of aspects of the hearer 's conditions. This data indicates strategy 1 because the teacher's conversation intends to ask questions to ensure that students pay attention and understand the material being discussed. The student is asking about the material for the exam to make sure. **Datum 18** indicates strategy 6: In this conversation, it explains politeness with the avoid disagreement type, which can be seen from the students' answers, which ensures that students understand the material correctly. Then the student answers convincingly that he understands the material to avoid Disagreement with the teacher.

Datum 19 indicates strategy 10: Offer or promise. Students' answers to the teacher illustrate the existence of politeness, with the students' answers, illustrating that they explain it correctly and are very sure that it is true and that they can guarantee it. **Datum 20** indicates strategy 11: In this conversation, the student answers determining strategy number 20 of the word, showing optimism from the text "if we want to try and be optimistic we will find what we are looking for miss." **Datum 21** indicates strategy 4: In the type of politeness strategy used in this conversation, the student's language belongs to this type because the sentence pattern is entered in the form of slang to illustrate that he agrees with the teacher's conversation.

Datum 22 indicates strategy 8: In this conversation, the teacher made jokes with the word ha-ha that choose to laugh and related to the context. In strategy 8, Jokes are based on mutual shared background and values and putting the hearer "at ease." **Datum 23** indicates strategy 10: Offer or promise. This part of the conversation contains the student's commitment to the teacher to make sure about what will happen later. **Datum 24** indicates strategy 11: Be optimistic. The speaker assumes that the hearer wants the speaker or hearer and the speaker will help him obtain them. In this conversation, the student is optimistic that the teacher will give an exciting topic in the next meeting.

Datum 25 indicates strategy 4: In this conversation, it contains politeness using solidarity, identity markers that can be seen from the word of student used about slang. This strategy uses solidarity in-group identity markers. They use innumerable ways to convey in-group membership: address forms, language or dialect, jargon or slang, and ellipses. **Datum 26** indicates strategy 2: In this conversation, the student used the word containing strategy number 2, "Exaggerate (interest, approval, sympathy with hearer). This is often done with exaggerated intonation, stress, and other aspects of prosody. **Datum 27** indicates strategy 1: Notice, attend to the hearer (his interest, want, need, and good). It suggests that the speaker should take notice of aspects of the hearer 's conditions. In this conversation with the student containing strategy number 1, the speaker should take notice of aspects of the hearer 's conditions.

Datum 28 indicates strategy 3: in this conversation, the student contains strategy number 3 that explains about Intensity interest to the speaker and draws hearer as a participant in the conversation

with direct questions and expressions like 'you know' and 'see what'. **Datum 29** indicates strategy 6: In this conversation, student number 7 contains avoiding disagreement by saying "I guess" to pretend agreement. **Datum 30** indicates strategy 14: In this conversation, the student contains 14 that we could see from the word used "I turn miss." The speaker and hearer may claim or urge by giving evidence of reciprocal rights or obligations obtaining between the Speaker and the hearer. **Datum 31** indicates strategy 15: In this conversation, determine giving gifts to the hearer by saying, "Have a nice day".

Datum 32 indicates strategy 14: assume or assert reciprocity. The speaker and hearer may claim or urge by giving evidence of reciprocal rights or obligations obtaining between the Speaker and the hearer. This conversation contains strategy number 14 as can be seen in the conversation by giving evidence of reciprocal rights by student number 2 by saying "Your turn!" **Datum 33** indicates strategy 8: Jokes are based on mutual shared background and values and putting the hearer "at ease." In this conversation, it contains a joke that we could see from the end of the text with hahaha that determining a laughing. **Datum 34** indicates strategy 13: In this conversation, the student explains why he disagrees with the task because it is too much determining strategy number 13. The speaker fosters cooperation by involving the hearer in his reasoning process so that the suggestion will be seen as a mutual decision. **Datum 35** indicates strategy 2: In this conversation, the student showed sympathy or feeling excited about the material.

Datum 36 indicates strategy 5: Seek agreement. The speaker seeks ways in which it is possible to agree with the hearer. In this conversation, the student's answer indicates seeking an agreement that showed with the sentence "Of course, I did man. " We could conclude the student agrees with the speaker (teacher). **Datum 37** indicates strategy 9: Assert or presuppose speaker's knowledge of and concern for hearer "s wants. This strategy, similar to strategy 1, shows awareness of and concern for hearer "s wants as a way of indicating cooperation. In this conversation, the students' text above showed awareness and concern for their friends and understood the materials. **Datum 38** indicates strategy 4: In this conversation, the student showed slang used in the conversation. This strategy uses innumerable ways to convey in-group membership: address forms, language or dialect, jargon or slang, and ellipses.

Datum 39 indicates strategy 6: Avoid Disagreement. In this conversation, the student's sentence avoids disagreement by concluding the material to make sure to the teacher that he understood by pretending he agrees/ understood. **Datum 40** indicates strategy 5: In this conversation, the student agrees to the teacher by answering the question. In this strategy, it explains about seek agreement. The speaker seeks ways in which it is possible to agree with the hearer. **Datum 41** indicates strategy 7: Presuppose/raise/ common ground. The value of speaker "is spending time and effort on being with the hearer, as a mark of friendship or interest in him, by talking for a while about unrelated topics. In this conversation, the student showed spending time and effort with the teacher by talking about an unrelated topic.

Datum 42 indicates strategy 6: Avoid Disagreement. The desire to agree with the hearer also means pretending the agreement: white lies and hedges in this conversation. **Datum 43** indicates strategy 9: In the conversation of student used containing the strategy 9 "Now I know, ma'am, he is the protagonist right?" that showed an awareness and concern for hearer "s to indicating cooperation. **Datum 44** indicates strategy 2: In this conversation, the student contains interest in the teacher's question. This is often done with exaggerated intonation, stress, and other aspects of prosody. **Datum 45** indicates strategy 5: Seek agreement. The speaker seeks ways in which it is possible to agree with the hearer. In this conversation, the student answering the question by showing agreement.

Datum 46 indicates strategy 4; in this conversation, showing solidarity that implies in the strategy 4. **Datum 47** indicates strategy 4: In this conversation, the student question indicates identity markers. It is using innumerable ways to convey in-group membership such as address forms, language or dialect, jargon or slang, and ellipses. **Datum 48** indicates strategy 1: In this conversation, the student showing an argument with the teacher that indicates Notice, attend to the hearer (his interest, want, need, and good). Suggests that the speaker should take Notice of aspects of the hearer "s conditions. **Datum 49** indicates strategy 2: In this data, the student gave argument showed on the text "What The best teacher you are a maam. It's right, guys?" Indicates Exaggerate interest in strategy 2. **Datum 50** indicates strategy 4: In this strategy, showed solidarity indicates the student's answer, "Of course ma'am, and you too maam."

2) *The Function of the positive politeness strategies.*

Strategy 1: this strategy has a function to minimize the potential threat of an FTA where the speaker in this strategy has positive regard for the hearer, and this strategy should take notice of the hearer's condition (noticeable changes, special possession, anything which looks as though the hearer would want the speaker to notice and approve it). It shows that speaker minimizes the threatening aspect by assuring that speaker considers the same kind as the hearer. This Function applies in **datum 12, datum 16, datum 17, datum 27, and datum 48.**

Strategy 2: this strategy has the function to minimize the potential threat of a face-threatening act. Also, where the speaker uses this strategy is often done with exaggerating intonation, stress, and other aspects of prosodic and intensifying modifiers. Using exaggerated; the speaker usually in this typically strategy criticism may lose much of its sting if done in a way that asserts mutual friendship. It shows that the speaker minimizes threatening aspects by asserting mutual friendship, which in positive politeness as a mark with solidarity or friendship. This function is applied in **datum 26, datum 35, datum 44, and datum 49.** **Strategy 3:** this strategy has the function to minimize the potential threat of a face-threatening act also because, here, there is another way for the speaker to communicate to the hearer that he/she shares some of his/her wants to intensify the interest of his own (the speaker) contribution to the conversation, by making a good story. It shows that the speaker makes the hearer feel good about himself, his interests, or possessions. It is most usually used in situations where the speaker and the hearer know each other reasonably well to minimize a face-threatening act's potential threat. This function is applied in **datum 2, datum 11, and datum 28.**

The strategy 4: This strategy has the function to indicate some respect because it treats the hearer as a member of an in-group by using innumerable ways to convey in-group membership such as address forms, language or dialect, jargon or slang, and ellipses. It purposes to make the hearer carried by using group identity to indicate some respects. This Function applies in **datum 21, datum 22, datum 46, datum 47, datum 50, and datum 38.** **The strategy 5:** This strategy has the function to minimize the potential threat of a face-threatening act because, in this strategy, the speaker seeks ways in which it is possible to agree with the hearer. It is done by repeating part or all of what the preceding speaker has said in a conversation. It shows that in this strategy, the speaker tries to soften a face-threatening act aspect by assuring that the speaker considers being of the same kind as a hearer and knows the hearer's wants. This function is applied in **datum 13, datum 36, datum 40, and datum 45.**

The strategy 6: This strategy has function to minimize the potential threat of a face-threatening act because, in this strategy, the speaker is avoiding Disagreement by employing some fake agreement techniques such as token agreement using "yes" "but"; pseudo-agreement using "then" at the end of the statement, and hedging opinion using expressions like "sort of." It shows that this strategy minimizes the potential threat of a face-threatening by assuring that speaker knows the hearer's wants with a solidarity approach. This Function applies in **datum 18, datum 29, datum 39, and datum 42.** **Strategy 7:** This strategy has a function to indicate some respect because this strategy is the value of speaker" is spending time and effort on being with a hearer, by talking for a while about unrelated topic. It aims to make the speaker a mark of friendship or interest to the hearer to indicate some respect. This function is applied in **datum 3, datum 9, and datum 41.**

The strategy 8: This strategy has the Function to minimize the potential threat of a face-threatening act because it uses a joke in interaction. Joking is another positive politeness strategy that implies common ground between participants in a conversation. According to Brown and Levenson "Joking is a basic positive politeness technique, for putting hearer at ease." By joking that created to minimize the potential threat of a face-threatening act. This Function applies in **datum 23 and datum 33.** **The strategy 9:** This strategy has a function to minimize the potential threat of a face-threatening act because this strategy asserts or presuppose speaker's knowledge of and concern for hearer's wants. This strategy, like strategy 1, shows awareness of and concern for hearer's wants as a way of indicating cooperation. This strategy is applied in **datum 37 and datum 43.**

The strategy 10: This strategy has a function to minimize the potential threat of a face-threatening act because this strategy containing about Offer or promise. This strategy applies in **datum 15, datum 15, and datum 23.** **The strategy 11:** This strategy has a function to minimize the potential threat of a face-threatening act. This strategy speaker tries to be an optimist about something that the hearer believes in him/her and does what the speaker orders them (hearers). Besides that, the speaker assumes that the hearer wants to do something for the speaker (or for the speaker and the hearer) and help the

speaker obtain the goals because it will be in their mutual shared interest. It shows that this strategy minimizes the potential threat of a face-threatening act by assuring that the speaker considers being of the same kind as a hearer. This function is applied in **datum 20 and datum 24**.

The strategy 12: This strategy has a function to minimize the potential threat of a face-threatening act because this strategy makes both the speaker and the hearer have cooperated. It is included both speaker and hearer in the activity. According to Brown and Levinson (1987: 127), "can call upon the cooperative assumptions and thereby redress face-threatening act." Using the pre-positive, "let" s" involves the same pragmatic Function which wants (desires to preserve one 's face) and personality traits are known and liked to minimize the potential threat of a face-threatening act. This Function applies in **datum 4, datum 8, and datum 10**. **The strategy 13:** This strategy has the Function to minimize the potential threat of a face-threatening act because this strategy, the speaker knows something true by asking for a reason for it. And also about why are something could be happened or tries to get a clear sense to clarify it. Brown and Levinson (1987: 128) state that "Another aspect of including hearer in the activity is for the speaker to give reasons as to why he wants what he wants." Because of the speaker and the hearer cooperated. It shows that the speaker considers the same kind as hearer to minimize a face-threatening act's potential threat. This function is applied in **datum six and datum 34**.

The strategy 14: This strategy has a function to minimize the potential threat of a face-threatening act because it assumes or asserts reciprocity. The speaker and hearer may claim or urge by giving evidence of reciprocal rights or obligations obtaining between the speaker and the hearer. This Function applies in datum 5, datum 30, and datum 32. **The strategy 15:** It has a function to minimize the potential threat of a face-threatening act because this strategy speaker wants what the hearer 's wants for him. This strategy showed by offering gifts to minimize the potential danger of a face-threatening action. This function is applied in **datum 1, datum 7, datum 14, and datum 3**.

4. Conclusion

Based on the analysis found in the conversation between students and teachers in WhatsApp conversation during English learning, the researcher has several conclusions as the followings: First, the researcher found 15 strategies of positive politeness strategies. The researcher concluded that the type of positive politeness strategies more dominant in strategy number 4 is about using solidarity in-group identity markers. They used innumerable ways to convey in-group membership: address forms, language or dialect, jargon or slang, and ellipses. They were employed than negative politeness strategies in the text conversation. Second, in the functions of positive politeness strategies in this research, it contains two parts of the positive politeness strategies: those to indicate some respect and minimize the potential threat of face threatening. The researcher concluded that this conversation's primary function has a potential danger of face-threatening based on the strategy between students to the teacher.

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