

CHAPTER I

INTRODUCTION

A. Background of Study

After the condition of a Covid-19 pandemic, the online learning process has taken the function of face-to-face meetings. The students are invited to join the online class by the teacher using application such as Zoom Meeting, Google Meet, Skype, and others. As a result, students' learning continues at any time and from any location. Online learning is the word used to describe learning that takes place online. It is also known by the phrase "e-learning," among others. In addition, online education is a type of "distance learning," a general term for any type of learning that occurs over a different location and outside of a traditional classroom. The use of information and communication technology to facilitate access to online learning and teaching resources is known as e-learning (Arkoful & Abaidoo, 2014, p. 398).

Considering that interaction and communication are necessary for knowledge to exist. There are many other ways to communicate, such as through written and spoken words, gestures, colors, and symbols. Face-to-face interaction is the main means of communication for people to express and convey thoughts and meanings to one another. But people now have to establish a new space for interactions because of the way the new digital technologies changed how people communicate (Arouri & Hamaidi, 2017, pp. 84-85). Face-to-face and online meets are becoming equally important.

Individual and group relationships, as well as relationships between individuals and groups, are tied to each other through dynamic relationships, which are the mode of social interaction (Watun, n.d.) in Ilham (2023, p. 43). There are several difficulties with online learning as well. The primary obstacle is social interaction, which is not the same as in-person instruction. Students' social and cognitive development is significantly influenced by social interaction. Comprehending the integration of social interaction is essential to optimizing the efficacy of virtual learning. There needs to be established social connection between teachers and students during the actual learning process (Ilham, 2023, p. 43). In order to maintain efficient and safe online communication, students have to learn, comprehend, and apply how to manage their online relationships and build appropriate 'Netiquette.'

The phrase Netiquette is made up of two terms that have been combined: networks and etiquette, which is a set of rules of morality, decent behavior, habits and politeness that people who communicate and utilize electronic tools, gadgets, and applications should acquire, comprehend, and follow (Arouri & Hamaidi, 2017, p. 85).. Based on Cambridge English Dictionary, Netiquette means the set of rules about behavior that is acceptable when communicating with people over the internet.

It is very important to instill good manners of students, because in today's era, etiquette is starting to fade with the times. Many students ignore the importance of etiquette in the world of education. There are still students who do not have an aversion to educators. For example, when they meet teachers,

they don't greet and just ignore them. This shows that students have a less polite attitude towards them. Etiquette or in online class it can be netiquette is very necessary in the world of education, especially for students, so that they are able to understand, apply and implement positive things and become a good person. Etiquette is very important for people who want to learn. That is why Imam Malik said (Hilyatul Auliya [6/330], quoted from Min Washaya Al Ulama li Thalabatil Ilmi [17]):

تعلم الأدب قبل أن تتعلم العلم

The urgency of the science student's etiquette as Yusuf bin Al Husain said (Iqtidhaul Ilmi Al 'Amal [31], quoted from Min Washaya Al Ulama li Thalabatil Ilmi [17]):

بالأدب تفهم العلم

It takes a long time to learn manners and etiquette. The environment, including the family and the larger society, is the most important indicator of good and bad behavior. Being polite goes a longer way than being really knowledgeable. The reason behind this is that highly knowledgeable individuals are not always considered polite. However, since they can apply their knowledge appropriately, an educated individual is certainly knowledgeable. As therefore, teaching students etiquette requires specialized techniques and approaches.

Some of the most often followed Netiquette guidelines were listed by Wimsatt et al. (2010, p. 3). Added a section to the syllabus with the following Netiquette rules for graduate-level courses: 1) Avoid taking over any conversation. Permit other students to participate in the conversation. 2) Avoid using insulting phrases. Present ideas in a suitable manner. 3) Use words from the Internet with caution. Don't capitalize every letter, for instance, as this conveys shouting. 4) Well-known emoticons like J or L can be useful for expressing your mood, but don't use them frequently. 5) Stay clear of slang and/or vernacular vocabulary. This might give cause for misunderstandings. 6) Never make jokes about someone else's literacy. 7) Give other students advice. 8) Remain "open-minded" and prepared to express any opinions, even if they are minority ones. Minority viewpoints must be honored. 9) Before clicking "Send," pause and make any necessary edits. 10) Never be afraid to request input. 11) It's okay to use comedy, but watch out that it doesn't come across incorrectly. For instance, "Are you being sarcastic or humorous?"

Recently, politeness has become one of the most crucial problems in Indonesian education. According to Indonesia's education minister, politeness among Indonesian students is on the pre-crisis levels. At school or university, most students communicate in a disrespectful manner and prefer to employ slang or inappropriate language. As a consequence, it is the responsibilities of a teacher to educate their students how to communicate respectfully and to punish them if they do that at school or university, particularly during teaching and learning process. Furthermore, in order to inspire students to speak politely,

a teacher must speak politely in front of them. Since the politeness approach is concerned with a person's ability to demonstrate good character, its implementation also corresponds to UIN Antasari Banjarmasin's vision and mission, which emphasize excellent character. It is therefore suggested that the teacher incorporate it into both language usage and language learning activities.

Positive and negative politeness are the two types of politeness that are documented with redressive action. Addressing the positive face of the addressee is known as positive politeness. Strategies for being positive-polite are: 1) Take note of and respond to the hearer (his needs, wants, and belongings), 2) Exaggerate (your approval, interest, and sympathy for the hearer), 3) Make the hearer more interested, 4) Make use of in-group identification markers, 5) Seek an agreement, 6) Stay away from conflict, 7) Presume/raise/assert common ground, 8) Make a joke, 9) Assert that the speaker knows and cares about the hearer's desires, 10) Make an offer or a promise, 11) Have optimism, 12) Involve both the speaker and the hearer in the activity, 13) Provide arguments, 14) Embrace or declare reciprocity, and 15) Present the hearer with presents (goods, sympathy, comprehension, cooperation) Brown and Levinson (1987, p. 101-102). Here are some guidelines for negative politeness: 1) Be traditionally indirect, 2) Ask questions, hedge, 3) Have a negative outlook, 4) Reduce the imposition, 5) Show respect, 6) Express regret, 7) Make S impersonal by eliminating the pronouns "I" and "You," 8) Declare the generally applicable face-threatening behavior, 9) Nominalize, and 10)

Enter into the record as either incurring a debt or not. (Brown & Levinson, 1987, p. 131).

Previous studies that show how important the Netiquette are from Arouri and Hamaidi (2017), the study showed multiple findings subsequent to an examination of the level of use of Netiquette practices by Jordanian Southern University students. This survey made an effort to highlight how students felt about how much they were implementing netiquette principles. The primary results indicated that the participants' knowledge of the Netiquette concept and associated behaviors is quite low. Students' opinions on netiquette behaviors also differed. It is clear that students do not focus sufficiently on using standard language appropriately in interpersonal communications. They also don't know how to properly cite their sources when they share their ideas. The findings emphasized how crucial it is to teach 21st-century students the fundamentals of netiquette. Furthermore, it is imperative that higher education institutions include computer-mediated communication (CMC) Netiquette ethics in their curricula. Future lectures, workshops, and training sessions are advised as a result to assist college students in understanding and applying each aspect of etiquette. The following study by Mantasiah et al. (2018) examines politeness in the language that educators use when instructing students. They discovered that the six politeness maxims—modesty, agreement, generosity, sympathy, approbation, and tact—are the developed instrument of politeness in the language that teachers employ in the teaching process.

The researcher conducted the study at UIN Antasari Banjarmasin. This university has clear vision 'to become university that is excellent and moral'. The facilities of this university also support the online interaction to support teaching and learning process, such as using WhatsApp group. In keeping with this, the researcher's pre-observation during the online course revealed that many students, particularly the male students, lacked appropriate netiquette when interacting with the tutor and other students. This was not in accordance with the university's vision and tutor's effort to be polite. Arising from the description above, the researcher explored **Netiquette and Politeness during Online Interaction of English Class**.

B. Definition of Key Terms

1. Netiquette

It refers to the students' internet etiquette or a set of rules and guidelines in learning process to the tutor or the other students. The netiquette can be identified based on their attitude during online interaction. It emphasizes the importance of being polite, respectful, and considerate towards others, while also promoting responsible and ethical online behavior.

2. Politeness

It refers to the manner in which the tutor teaches and interact with the students in teaching and learning process during online interaction. The tutor's politeness plays a crucial role in creating a conducive atmosphere that

encourages active participation, open communication, and mutual respect between the tutor and students.

3. Online Interaction

Online communication includes all of the several digital platforms that the students and tutor use, such as WhatsApp Groups. These platforms function as a medium for interaction and communication, facilitating efficient information sharing, dialogue, and cooperative learning. It includes social interaction among the tutor and the students in English Group of Unit Language Development (UPB).

C. Research Questions

1. What maxim of politeness are established by the tutor during online interaction?
2. How is the students' netiquette towards the tutor's politeness during online interaction?

D. Objective of Study

1. To discover maxim of politeness established by the tutor during online interaction.
2. To explore the students' netiquette towards the tutor's politeness during online interaction.

E. Significance of Study

This study has significance theoretically and practically. In the educational field, this study can be a preparation for tutor and students that become part of this study to be more polite and pay attention to the netiquette during online

interaction. It also can be an essential issue for the 21st century to be considered in daily teaching and learning process use online media with special interest in the educational context.