

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

1. Type of Maxim of Politeness established by the tutor during online interaction

The researcher used checklist with six indicators of the tutor's Maxim of Politeness. The documentation took place in the Unit Language Development (UPB) English WhatsApp group at UIN Antasari Banjarmasin in Banjarbaru. Researchers interviewed the tutor by using six open-ended questions. According to Leech's Politeness Maxims and Sub-Maxims (Leech, 1983, p. 132), the tutor applied the following six Maxims of Politeness: 1) Tact Maxim, 2) Generosity Maxim, 3) Approbation Maxim, 4) Modesty Maxim, 5) Agreement Maxim, and 6) Sympathy Maxim.

The following explanation contained these kinds of maxims:

a. Tact Maxim

“I prefer to minimize harms to the students, because I assume that giving punishment won't make them feel jittery. Sometimes, I just remind them not to do that anymore.”

In instances where conflicts arose among the students, the tutor adopted a non-blaming approach, refraining from assigning fault to any individual. Instead, the tutor would not criticize the students for their mistakes; instead, the tutor would gently remind them of their behavior.

Similarly, when some students received a low score in their subject, the tutor chose not to criticize or scold them. Instead, the tutor would provide them with the correct answers and offered guidance on how to approach similar questions. Additionally, the tutor encouraged group discussions on the WhatsApp group, allowing students to collectively solve problems and share insights either during the evening or after class.

Moreover, in situations where students created disturbances within the classroom, the tutor avoided directly scolding them in front of their friends. Instead, the tutor entrusted the responsibility of resolving the issue to the class representative, believing in their ability to handle the situation effectively.

b. Generosity Maxim

“I prefer to maximize sacrifices self, because if most of the students make a mistake is because of the teacher, so I would fix my method. So does if the students achieve something, such as high score, I would increase the technique.”

In situations where the students misinterpreted the homework instructions provided by the tutor, the tutor responded by reassuring them, "It's understandable, perhaps I didn't provide clear instructions yesterday". This acknowledgment from the tutor not only acknowledges the students' confusion but also took responsibility for any ambiguity that might have arisen from their previous instructions.

Similarly, when the students expressed their confusion regarding a lesson that the tutor had previously explained, the tutor responded by assuring them, "That's perfectly alright, I will go over the lesson again. It's possible that I may have delivered the information too quickly earlier". This understanding and willingness to re-explain the lesson demonstrated the tutor's commitment to ensuring the students grasp the subject matter.

When students achieved anything important, the tutor did not publicly commend them in front of other students by exclaiming, "Look at his tutor!" By responding in this way, students might avoid embarrassing themselves or being put on the spot in front of their friends. Rather, the tutor decided to honor the student's achievements in a more modest and thoughtful way.

The tutor prioritized self-sacrifice in order to maximize the learning experience for the students. Recognizing that most student mistakes could be connected back to the tutor's teaching methods, the tutor took responsibility and worked to improve their strategy. Similarly, when students achieved impressive achievement, such as obtaining high scores, the tutor appreciated that they contributed towards those progresses and sought to enhance their teaching techniques even further. This approach ensured that the tutor continuously adapted and evolved to meet the needs of their students, which eventually created a more effective and impactful learning environment.

c. Approbation Maxim

“When the students have good manner, I won’t praise them, because it’s what should they do. But, if they have bad manner, I’ll criticize them and minimize the criticism when the manner is better.”

Even when students made mistakes or break the rules, the tutor did not scold or criticize them directly; instead, they remained in a friendly and productive relationship. Surprisingly, the students hardly ever broke from the specified class rules during the entire class. If a student did, however, happened to break a rule, the tutor handled the issue carefully to protect the student's character.

In addition, the tutor showed consideration by not criticizing students in front of their classmates—even if they did not finish or turn in their assignments. It was noted that every student, without fail, carefully completed their homework assignments. When students behaved well, the tutor did not compliment them because that was expected of them. On the other hand, when students behaved badly, the tutor offered helpful feedback and progressively simplify it as the students' behavior improves.

Along with that, the tutor actively supported and recognized the students who showed confidence by completing assignments during the course of the class; as a sign of appreciation and inspiration, they were frequently given emoticons or stickers.

d. Modesty Maxim

“Usually, I maximize critics to myself because of some mistakes, such as have wrong answer or explanation right after I realize if I have that mistake.”

The tutor believed to behave in a modest and humble manner, thus they did not praise themselves in front of the students. Rather, they focused on encouraging the students and giving them helpful feedback in order to create an enjoyable atmosphere for learning.

In situations where the tutor explained a concept too quickly for the students to grasp, the tutor quickly apologized and accepted responsibility for their error. Typically, the tutor tended to attract criticism towards themselves due to various errors, such as providing incorrect answers or explanations immediately after realizing their mistake. They understood the importance of effective communication and acknowledge that their role was to support the students' understanding. By admitting their error, the tutor demonstrated humility and a commitment to ensuring the students' comprehension.

e. Agreement Maxim

“I choose to maximize agreement between self and the students, because it's important to have self-confident in front of the students, sometimes, I'll ask them to find the answer together to make sure weather it's right or no.”

In cases where students struggled to grasp the lesson effortlessly, the tutor took the initiative to explain the subject matter more slowly, ensuring that every student comprehended the content effectively. The tutor consistently maintained a friendly attitude, extending warm greetings to all students without any exceptions, each and every day.

The tutor prioritized fostering a strong sense of agreement and understanding between themselves and the students. This was crucial as it helped to build the tutor's self-confidence when interacting with the students. In order to achieve this, the tutor often encouraged collaborative problem-solving sessions where they asked the students to work together in finding the correct answers. This approach made sure that everyone checked the answers' accuracy, which created a friendly and collaborative learning environment.

f. Sympathy Maxim

“I prefer to maximize sympathy between self and the students, because the problem should be fixed together, even in the end, it’s still hard, but at least, we have tried our best.”

The tutor refrained from expressing their disapproval by directly stating their dislike for students who frequently arrive late. Similarly, when students consistently failed to complete their homework, the tutor avoided labeling them as lazy. Instead, the tutor adopted a more empathetic approach by inquiring about the students' well-being.

In situations where students appeared to be facing difficulties, the tutor actively engaged with them by asking about the specific issues troubling them. By doing so, the tutor aimed to understand their concerns and provided suitable solutions to alleviate their problems. The tutor placed a high value on helping the students and themselves developed a strong sense of empathy and understanding. This approach was crucial because it allowed cooperative problem-solving, ensuring that both sides cooperated to find a solution. Even though the challenges could continue until the very end, both the students and the teacher could find comfort in knowing that they had done everything within their capacity to resolve the problem.

2. Rule of Students' Netiquette towards the tutor's politeness during online interaction

a. Remember the human

Emoticons were commonly employed by students when engaging in online chat conversations. These visual representations of emotions allowed students to express their feelings and reactions in a more interactive and engaging manner. By incorporating emoticons, students could effectively convey their thoughts and sentiments, enhancing the overall communication experience.

Humor played a significant role in the way students communicate through chat platforms. It served as a means to lighten the mood and created a more enjoyable and relaxed atmosphere during conversations. By utilizing

humor, students could establish a sense of camaraderie and foster a positive social environment within their online interactions. This not only enhanced the overall chat experience but also promoted a sense of connection and engagement among students.

In addition, some students demonstrated a mindful approach by carefully considering their word choice before sharing a message. This thoughtful approach highlights the significance of having a polite and sympathetic manner by demonstrating their understanding that the other person was someone who was real. Recognizing that there were people behind the screen means that students valued polite and efficient communication, which led to a good and essential conversation.

- b. Adhere to the same standards of behavior online that the students follow in real life

The students were demonstrating a strong sense of ethics and moral values. They followed a rule of behavior that respected morality and ethics, making sure they did not do anything that would go against the law or ethical standards. Their behavior reflected their commitment to maintaining integrity and acting responsibly within the boundaries of the law.

- c. Know where the students are in cyberspace

The students actively monitored the discussion on a regular basis, ensuring they stayed updated with the ongoing conversation. Furthermore, they dedicated sufficient time to carefully review the previous posts, aiming

to comprehend the overall topic and content of the discussion thus far, enabling them to contribute effectively. With their astute approach, the students refrained from asking questions that had already been addressed, displaying their attentiveness and respect for the existing information. Lastly, the students contributed to the discussion, in a more insightful and intelligent manner, bringing valuable perspectives and ideas to the discussion.

d. Respect other's people's time and bandwidth

When establishing their messages, each student in the class focused on a specific issue. By doing so, they ensured that their messages were concise and focused, allowing for a more effective communication. Moreover, the students demonstrated their understanding of the importance of using relevant subject titles for their messages. This practice not only helped in organizing their messages but also aided in capturing the attention of the recipients, making it easier for them to navigate through their messages and prioritized their responses accordingly.

Additionally, most of the students respected others' time by not sending messages in the middle of the night or during times of rest. This was one way they showed that they were considerate of others. This action demonstrated their awareness of the value of giving people time to rest and recharge during their allocated a break, as well as their comprehension of the negative impacts that inappropriate communications could have on

people's ability to sleep or relax. The students demonstrated a worthy level of politeness and consideration for other students and the larger community by following this practice.

e. Make yourself look good online

The students displayed proficient spelling skills as they accurately spell words with less errors. They also demonstrated respectful communication by refraining from using offensive language in their interactions. They exhibited a constructive approach to discussions, avoiding unnecessary confrontation for the mere purpose of conflict and ensured effective communication by including their name and contact information in the chat they sent. Moreover, they responsibly identified themselves when posting a message on a forum, ensuring clear and identifiable communication.

f. Share expert knowledge

The students actively participated in the discussion group by responding to questions from other students or the teacher and offering help when needed. Students' sharing of information was encouraged and a sense of solidarity was established by this collaborative environment. By offering their insights and support, the students contributed to the overall learning experience and created a platform for meaningful discussions and exchanges of ideas.

g. Help keep flame wars under control

The students exhibited a commendable behavior by refraining from engaging in any form of verbal or online harassment towards their classmates or tutor. Instead, they actively worked together as a cohesive unit to address and resolve conflicts as they arose. This collaborative approach not only fostered a positive and respectful learning environment but also promoted effective communication and problem-solving skills among the students. Students that prioritized teamwork and conflict resolution showed that they are committed to ensuring a peaceful and inclusive learning environment.

h. Respect other people's privacy

The students avoided examining or accessing the assignments or subjects of other students due to various factors. They wanted to be respected for their personal space and their right to privacy. Furthermore, this behavior also the result from students having mutual trust and understanding, where they valued and appreciated one another's work and ideas.

The students understood the value of respecting limit and privacy, therefore they avoided from asking detailed questions about their friends' personal life. This knowledge kept them from entering on topics that had been considered sensitive and off-limits to conversation.

i. Don't abuse the students' power

The students indicated an amazing quality of honesty and fairness by avoiding from using their power as administrator of WhatsApp group. They actively prevented from using their position to take advantage of or benefit from their friendship with others. The moral strategy guaranteed the neutrality of their interactions and created social equality.

j. Forgiving of other people's mistake

The students chose not to comment on the other mistake, but rather took the initiative to politely notify someone about the error in personal chat. While some of them would be offered an apology as humans were prone to making mistakes, and this was often the case in personal conversations. On the other hand, in the process of kindly forgiving one another, some students totally ignored the mistakes made by their colleagues. They made the decision to let go of any hatred or bad feelings in order to show their empathy and understanding for others.

B. Discussion

1. Type of Maxim of Politeness established by the tutor during online interaction

Based on Leech's Politeness Maxims and Sub-Maxims (Leech, 1983, p. 132), the tutor applied 6 Maxim of Politeness.

Through the Tact Maxim, the tutor was quite tactful in their communication, making sure that their words were respectful and considerate. In Leech (1993, pp. 107-108) The Tact Maxim applied to Searle's *directive* and *commissive* categories of illocutions, which refer, in their propositional content X, to some action to be performed, respectively, by the hearer or the speaker. This action might be called A, and might be evaluated in terms of what speaker assumed to be its cost or benefit to speaker or hearer (Leech, 1983, pp. 107-108).

Using the Generosity Maxim, the tutor was being kind and adaptable to others, the tutor demonstrated generosity by creating a good and encouraging atmosphere. Based on Leech, the idea was that it was more polite, in a offer, to make it appear that the offerer made no sacrifice, so that in turn it could become less impolite for hearer to accept the offer (Leech, 1983, pp. 133-134).

By utilizing the Approbation Maxim, the tutor offered praise and recognition to encourage and motivate their students. According to Leech, in

its more important negative aspects, this maxim said 'avoid saying unpleasant things about others and more particularly about hearer (Leech, 1983, p. 135).

Employing the Modesty Maxim, the tutor exhibited modesty by avoiding arrogance or self-promotion, instead focusing on the needs and achievements of their students. Depending on Leech, it was how self-dispraise was regarded as quite benign, even when it was exaggerated for comic effect. The understatement of one's generosity was shown to be quite normal and indeed, conventional, in contrast to the exaggeration of one's generosity (Leech, 1983, p. 136).

With the Agreement Maxim, the tutor strongly got points of agreement and connections with their students, encouraging cooperation and mutual respect. Leech talked in terms of a Maxim of Agreement, there was a tendency to exaggerate agreement with other people, and to mitigate disagreement by expressing regret, partial agreement, etc. (Leech, 1983, p. 138).

Lastly, adopting the Sympathy Maxim, the tutor expressed empathy and support for the thoughts and challenges of their students. In light of Leech explanation, congratulations and condolences were courteous speech acts, even though condolences expressed beliefs which were negative with regard to the hearer (Leech, 1983, pp. 138-139).

2. Rule of Students' Netiquette towards the tutor's politeness during online interaction

The students used 10 rules of netiquette in their online interactions, which are as follows:

First, remember the human. The students carefully considering their word choice before sharing a message. Not only emoticons were commonly employed by students when engaging in online chat conversations, humor also played a significant role in the way students communicate through chat platforms. Shea explained that when you communicated through cyberspace -- via email or on discussion groups -- your words were written. In other words, there's a good chance they could come back to haunt you. Any message you sent could be saved or forwarded by its recipient. You had no control over where it goes (Shea, 2011, pp. 35-37).

Second, adhere to the same standards of behavior online that the students follow in real life. They followed a rule of behavior that respected morality and ethics, making sure they did not do anything that would go against the law or ethical standards. Shea clarified that standards of behavior might be different in some areas of cyberspace, but they were not lower than in real life. If you're tempted to do something that's illegal in cyberspace, chances were it's also bad Netiquette. Some laws were obscure or complicated enough that it's hard to know how to follow them. And in some cases, we're still establishing how the law applied to cyberspace (Shea, 2011, pp. 37-38).

Third, know where the students are in cyberspace. They dedicated sufficient time to carefully review the previous posts, aiming to comprehend the overall topic and content of the discussion thus far, enabling them to contribute effectively. They contributed to the discussion, in a more insightful and intelligent manner, bringing valuable perspectives and ideas to the discussion. Shea explained that when you entered a domain of cyberspace that's new to you, take a look around. Spend a while listening to the chat or reading the archives. Get a sense of how the people who were already there act. Then go ahead (Shea, 2011, p. 38).

Fourth, respect other's people's time and bandwidth. When establishing their messages, each student focused on a specific issue. The students demonstrated their understanding of the importance of using relevant subject titles for their messages. Most of the students respected others' time by not sending messages in the middle of the night or during times of rest. Shea stated that the word "bandwidth" was also sometimes used to refer to the storage capacity of a host system. When you accidentally posted the same note to the same newsgroup five times, you were wasting both time (of the people who checked all five copies of the posting) and bandwidth (by sending repetitive information over the wires and requiring it to be stored somewhere). People had less time than ever today, precisely because they had so much information to absorb (Shea, 2011, pp. 39-40).

Fifth, make yourself look good online. The students displayed proficient spelling skills as they accurately spell words with less errors. They also

demonstrated respectful communication by refraining from using offensive language in their interactions. Shea said that make sure your notes were clear and logical. It's perfectly possible to write a paragraph that contains no errors in grammar or spelling, but still made no sense whatsoever. Finally, be pleasant and polite. Didn't use offensive language, and didn't be confrontational for the sake of confrontation (Shea, 2011, pp. 41-42).

Sixth, share expert knowledge. The students actively participated in the discussion group by responding to questions from other students or the teacher and offering help when needed. Shea noted that It's especially polite to share the results of your questions with others. When you anticipated that you'll get a lot of answers to a question, or when you posted a question to a discussion group that you didn't visit often (Shea, 2011, pp. 42-43).

Seventh, help keep flame wars under control. The students exhibited a commendable behavior by refraining from engaging in any form of verbal or online harassment towards their classmates or tutor. Shea defined that "Flaming" was what people did when they expressed a strongly held opinion without holding back any emotion. Netiquette did forbid the perpetuation of flame wars -- series of angry letters, most of them from two or three people directed toward each other, that could dominate the tone and destroy the camaraderie of a discussion group (Shea, 2011, p. 43).

Eight, respect other people's privacy. The students avoided examining or accessing the assignments or subjects of other students due to various factors. They also avoided from asking detailed questions about their friends' personal

life. Shea stated that failing to respect other people's privacy was not just bad Netiquette. It could also cost your job (Shea, 2011, p. 44).

Ninth, not to abuse the students' power. They actively prevented from using their position to take advantage as WhatsApp group administrator or benefit from their friendship with others. Shea added some people in cyberspace had more power than others. Knowing more than others, or having more power than they did, did not give you the right to take advantage of them. For example, sysadmins should never read private email (Shea, 2011, p. 44).

Tenth, be forgiving of other people's mistakes. The students took the initiative to politely notify someone about the error in personal chat. While some of them would be offered an apology as humans. On the other hand, some students totally ignored the mistakes made by their colleagues in order to show their empathy and understanding for others. Shea stated that, think twice before reacting. Having good manners yourself didn't give you license to correct everyone else. If you did decide to inform someone of a mistake, pointed it out politely, and preferably by private email rather than in public (Shea, 2011, p. 45).