

Request strategies used in instant messaging in WhatsApp Groups (WAGs): Portraying the pragmatic competence of EFL students

Strategi permintaan yang digunakan dalam pesan instan di Grup WhatsApp (WAGs): Gambaran kompetensi pragmatis mahasiswa EFL

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ABSTRACT

This study aims to investigate the request strategies used by students and their lecturers through Instant Messaging (IM) in WhatsApp groups (WAGs). This study used a qualitative research design to analyze the language used by students and their lecturers in WAGs. The data was collected through the analysis of WAGs conversations between students and their lecturers. Previous studies have extensively argued that students are less polite language users when sending texts to their lecturers, and the current study sought to examine the politeness strategies used by the students. The data analysis was carried out in the light of the theory of speech acts proposed by Searle. The findings show that the subjects use certain strategies which contain politeness values. The Indonesian EFL context promotes more direct or indirect request strategies in and between the students and their lecturers. In addition, social power and social distance play a significant role in influencing the use of the strategies by students and lecturers in WAGs.

KATA KUNCI

strategi permintaan;
kesopanan;
jarak kekuasaan;
tindak tutur;
WhatsApp

ABSTRAK

Penelitian ini bertujuan untuk mengetahui strategi permintaan kesopanan yang digunakan oleh mahasiswa dan dosennya melalui Pesan Instan (IM) di grup WhatsApp (WAG). Penelitian ini akan menggunakan desain penelitian kualitatif untuk menganalisis bahasa yang digunakan oleh mahasiswa dan dosennya di WAG. Data akan dikumpulkan melalui analisis percakapan WAG antara mahasiswa dengan dosennya. Penelitian-penelitian sebelumnya secara luas berpendapat bahwa mahasiswa adalah pengguna bahasa yang kurang sopan ketika mengirim teks ke perkuliahan mereka, dan penelitian saat ini berusaha untuk menguji strategi kesopanan yang digunakan oleh mahasiswa. Analisis datanya akan menggunakan teori tindak tutur yang dikemukakan oleh Searle. Peneliti berperan sebagai instrumen utama yang terlibat dalam seluruh proses penelitian mulai dari desain penelitian hingga pelaporan data. Temuan penelitian menunjukkan bahwa mata pelajaran menggunakan strategi tertentu yang mengandung nilai kesopanan. Konteks EFL lebih mengedepankan strategi permintaan langsung atau tidak langsung di dalam dan antara mahasiswa dan dosennya. Selain itu, kekuatan sosial dan jarak sosial memainkan peran penting dalam mempengaruhi penggunaan strategi oleh mahasiswa dan dosen di WAG.

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Introduction

At present, the emergence of various communication platforms affects the use of instant messaging applications such as WhatsApp and Telegram. These apps have become progressively popular in the academic context, particularly in EFL classrooms (Abu-Ayfah, 2019; Alghamdy, 2019; Alshammari, Parkes, & Adlington, 2017; Ali & Bin-Hady, 2019; Kusmaryani, Musthafa, & Purnawarman, 2019). In addition, instant Messages provide new opportunities for lecturers and students to interact, share information, and collaborate. For example, Abu-Ayfah (2019) has studied how students utilize Telegram apps as a tool to enhance students' language skills, especially in reading. However, effective communication is not always guaranteed in these virtual environments, and the use of appropriate request strategies is essential to ensure successful communication and avoid misunderstandings (Reza & Alikhani, 2015; Saadatmandi, Khiabani, & Pourdana, 2018). As such, using IMs has also led to the emergence of new linguistic and pragmatic patterns that reflect different features. Understanding the pragmatic aspects of IM communication is crucial, especially for EFL students who are learning to communicate in a new language and culture.

Adel, Davoudi, and Ramezanzadeh (2016) conducted research to investigate politeness strategies used by Iranian EFL learners in a class blog. Adopting Brown and Levinson's politeness strategies framework, the study shows that learners frequently used positive strategies as signs of a psychologically close relationship. Vinagre (2008) explored the politeness strategies used in collaborative e-mail exchanges among EFL students at Antonio de Nebrija University in Madrid, Spain. She investigated how collaborative e-mail exchanges could reduce or minimize the threat to somebody's negative face by applying the politeness strategies. The findings of this research show that most of the students preferred using positive politeness strategies to other models of politeness strategies. Aribi (2014) did yet another investigation. A group of Tunisian EFL students were the subjects of his investigation into the request strategies seen in TEFL materials. The findings indicate that the materials overused direct methods, variants, and sentences. The data analysis reveals that mood derivable are the most immediate level of the strategies.

The paper by Warsito (2013) examined the teacher's use of politeness techniques in an EFL classroom. It looked at how the teacher and students behaved politely in two ninety-minute English classes at a senior high school. It proved that both the teacher and the students fundamentally employed bare-faced on-record, positive, and negative politeness strategies in the EFL classroom. Markus (2011) as well did an analysis of online education's use of civility techniques. It was shown that courteousness strategies were frequently used in conversations. This study focused on the speakers in the interactional opportunities that resulted from dialogues. A thesis by Handayani (2007) focused on Bree's application of tactful and realistic themes in the television show, "Desperate Housewives." She found that Bree used the manners that were advised to lower FTA. Her reasons for participating in FTA are determined by the elements of distance, authority, and imposition. A study by Kurniatin (2017) focused on the civility methods used by the teacher and students in the English class at MTs NU Assalam Kudus. The study demonstrates that instructors are receptive of all forms of civility. On the other

hand, the bald on record strategy was recognized as having a high level, while the negative politeness method ranks lowest. The study also identified 23 students' utterances applied politeness strategies.

Pragmatic competence refers to an individual's ability to use language appropriately in a social context, which includes the ability to comprehend and produce speech acts such as requests, apologies, and invitations. This study focuses specifically on request strategies used in IM communication, as these are crucial for achieving communicative goals, especially in a second language. Request strategies are language tools used by speakers to ask for something in a polite manner. In the academic context, lecturers and students use request strategies to ask for clarification, seek help, request feedback, and make requests for academic resources. The concept of politeness strategies developed by Brown and Levinson (1987) was coded from the concept of "face" by a sociologist named Erving Goffman. The face is a picture of self-image in social qualities. In other words, the face may mean honor, self-esteem and general self-image. According to Hoffman (1955), each participant has two needs in each social process: a need to be appreciated and need to be free (do not bother). The first need is called positive face, while the latter is the negative face. The intensity of the FTA is expressed by weight, which includes three social criteria - first, the degree of disturbance or the rate of imposition, in terms of the absolute weight of a given work in a particular culture. The social distance includes the speaker, listener, or power of the interviewers (Renkema, 1993). FTA threatens stability of communications density. The more the threat of stability, the more literature, the more work Technology is essential. The work of the face, which is aimed at a positive face, is called "politeness of solidarity", whereas the facial work that deals with the negative face is known as "respect for literature" (Renkema 1993). According to Kádár and Haugh (2013), being polite is important because it considers other people's feelings and how they should be treated during interactions.

The uses of speech act strategies have been explored extensively by other researchers. For instance, Alfghe, and Mohammadzadeh (2021) have studied the socio-pragmatic competence in the use of request, suggestion, and apology strategies of Libyan Arab and Amazigh EFL Learners. They found that the performance of both groups of participants is quite similar in the use of these strategies. Another study (Lenchuk & Ahmed, 2019) has focused on examining whether the Omani EFL learners use direct or indirect request strategies. By gathering data from the Discourse Completion Task, they found that the EFL students tend to use direct instead of indirect strategies. This finding contradicts the claim in most literature in interlanguage pragmatics in relation to the use of direct and indirect by Omani learners. Likewise, Miura (2017) conducted a study in Japan on the politeness displayed by English language instructors in various retail settings. It demonstrates that Japanese speakers agree less when it comes to requesting permission. On the other hand, the research on EFL learners in Brazil reveals a distinct outcome: the students are more likely to explain things politely (Alaoui, 2011).

Irrespective of the number of the relevant studies abovementioned, none of them has attempted to analyze the request strategies in instant messaging. As such, we have not had adequate information on how the EFL students (particularly Indonesian) make uses of request strategies in their real communication in WAGs which actually may

function as input for the lecturers in the professional teaching activities. This situation warrants this research so as to shed the light on (Indonesian) TEFL practices. So, this research helps identify ways to frame requests that minimize potential conflicts and facilitate resolution when disagreements arise, particularly among EFL students.

To address the issue, there are three research questions to be answered in this study: (1) What are the politeness request strategies used by students with their lecturers in WAGs? (2) Do EFL students promote more direct or indirect request strategies in WAGs? (3) Does directness level of social power and social distance influence the low and high imposition request strategies between the students and their lecturers?

Positive politeness strategy

Positive politeness was employed to appease the hearers' optimistic demeanor and their need to be loved and accepted as individuals who share a close bond with the speaker. It minimized status differences and conveyed camaraderie. This tactic results in the achievement of solidarity. Also, the goal of this strategy was to minimize social distance between the speaker and the listener as well as to avoid disagreement. Positive strategies for politeness were observed in the following ways: joking, offering and promising, being optimistic and involving both the speaker and the hearer in the activity, seeking agreement, avoiding agreement, offering solidarity through friendship, giving or asking (reason). The strategy was focused on the hearer's favorable attributes and the positive self-image he held for himself. The reassurance that the speaker generally wanted at least part of the hearer's wants reduced the potential face-threatening conduct.

Negative politeness strategy

The goal of the negative politeness strategy is to appeal to the hearer's negative face, which is their need to be left alone and free to act however they please. Threat and civility as a negative strategy focuses on the speaker's feelings of imposing himself on the audience. The speaker and the listener's social distance might be known. According to Brown and Levinson (1987), the speaker plans to use a social bridle during a conversation. According to this tactic, Brown and Levinson (1987) stress that the goal of communication through apologies and respect for the use of questions and hedges will reduce FTAs (Maginnis, 2011). Because of the speaker's choice of words, the listener is free. In addition to, by avoiding the enigmatic meaning that differs from the literal meaning, the indirect conventional technique is presented. This is accomplished by immediately inputting or registering; the speaker gives the speaker the words and inquiries. A word or phrase that alters the original or nominal statement's membership in a group is called an enclose. Pessimism also manifests itself in the statement "It is doubtful that the cases important for the Speaker Law's Right to Free Speech Act have been obtained." The speaker uses a negative approach to get what he desires. Here, the speaker makes a suggestion about the listener's potential in an indirect way. It is necessary to reduce threat.

Speech act theory

Speech acts are theories that analyze the role of utterance in relation to the behavior of the speaker and the hearer in interpersonal communication. Austin (1962) who is well known as an Oxford philosopher, but then J.R. Searle took it further. Not only

them, there were also some other linguists who took part in explaining this study. Austin (1962) conveys that “Speech act is the act of making an utterance in which the speaker is performing a certain kind of act, such as; giving advice, asking questions, making promises, making offers, etc. Those kinds of acts are known as speech acts. Austin (1975) formulated the speech act theory in his 1955 lectures at Harvard University which were published posthumously as *How to do things with words*. In addition to, the first idea put out by Searle (1969) is that speaking involves three distinct acts: utterance acts, propositional acts, and illocutionary acts. All that is required for utterance acts is the simple act of uttering words (sentences, morphemes). On the other hand, illocutionary acts (saying, questioning, commanding, promising, etc.) and propositional acts (referring, predicating) are characterized by the use of phrases in a particular context, with a specific set of conditions, and with a specific goal. Searle (1969, p.25) incorporates Austin's concept of the perlocutionary act into these three ideas. Illocutionary acts have an impact on hearers' actions, thoughts, beliefs, etc., and there is a correlation between these outcomes.

(a) *Illocutionary acts*

The concept of cautious action is the focus of the concept of the law of speech. Although there are many opinions on how to define "subversive acts", there are certain types of actions widely accepted as interventionist acts, for example promising or leading. After using, for example, John R. Searle, "act of speech" is often meant to refer only to the same thing as the term "subversive act", originally introduced by John L. Austin in *How to Do Things with Words* Published after his death in 1962). It is also known that the work of Searle in the acts of speech intended to refine the concept of Austin. However, some philosophers have pointed out that there is a great difference between the two concepts: while Austin emphasized the traditional interpretation of the acts of speech, Searle stressed psychological interpretation (based on beliefs, intentions, etc.). According to Austin's initial informal description, the idea of a "stinging act" can be portrayed by emphasizing that "by saying something, we do something," as when someone orders someone to say "Go!

(b) *Perlocutionary act*

While the conversational work is more about the speaker, the focus is on the listener. Perlocutionary works are always a "perlocutionary effect" which is the effect of the speech law on the listener. This may affect the thoughts of listeners, emotions or even their physical actions. An example of this can be if someone says "I'm hungry". The Arab influence on the listener will probably persuade them to make a sandwich for the speaker.

(c) *Indirect speech acts*

While doing speech work, we usually communicate with one another. The content of your communication may be identical or almost identical to the intended content you send, as when a stranger asks "What's your name?" Indirect speech procedures are used to reject proposals and make requests. For example, a speaker asks, "Would you like to meet me for coffee?" Another replied, "I have a row." The second speaker used an indirect right to speak out against the proposal. This is indirect because the literal meaning of "I have a row" does not involve any kind of rejection, after a great account of H. P.

Grice, Searle suggests that we can draw the meaning from indirect acts through a collaborative process through which many violations can be drawn; however, the process he proposes does not seem to solve the problem accurately. Social linguistics studied the social dimensions of the talks. This discipline examines the different contexts in which speech acts occur. In other words, this means that one does not need to say words that apologize or prepare or praise to show that they are doing this work. All the above examples illustrate how indirect actions and words do anything rather than going straight out and saying specific words.

(d) *Request*

The speech act of requesting is classified as a directive. Because the requester requests the hearer to take a specific action only for the requester's advantage, Trosborg (1995) views the act of request as directive. These commands aim to persuade the recipient to carry out an action that the speaker desires but which is not always something that would occur naturally. In the English language, requests are expressed linguistically through imperatives, interrogatives, and declaratives. Furthermore, it's important to know how to phrase our requests for information or services so that they come across as less aggressive. Additionally, we must make use of the grammatical and lexical tools that are appropriate for the given situation. Requests must be phrased in a suitable socio-pragmatic and cultural manner since they threaten the hearer's negative face by limiting her or his freedom of action (Brown & Levinson 1987). According to Searle (1969) the act of requesting is a directive illocutionary power that compels the addressee to perform an action for the requester even when it is not immediately clear that they will do so under normal circumstances. The requester assumes the addressee is capable of carrying out the intended action when they make the request. A request is therefore a pre-event action that aims to modify the behavior of the addressee.

(e) *WhatsApp Application*

WhatsApp is a smartphone messaging app that is comparable to BlackBerry Messenger in its basic features. WhatsApp Messenger is a cross-platform messaging app that uses the same internet data plan as email, online surfing, and other activities, so we may communicate without having to pay for SMS. WhatsApp's Past Since its start on February 24, 2009, WhatsApp has reached its sixth birthday. Two former Yahoo employees, Brian Acton and Jan Koum, invented WhatsApp. Capitalizing on the \$400,000 in money he had amassed while working there, Koum went to talk about the App shop with his friend Alex Fishman, who was just 7 months old. Koum thought the shop had potential. Fishman then assists Koum in locating Russian iPhone app developer Our App. However, despite WhatsApp Inc.'s protests, the company's own app is still far from perfect. The message can be successfully delivered with one tick (grayed out), received but unread with two checkmarks in gray, and read with two checkmarks in blue. In the event that there is no internet connection, a clock will show that the message will be sent later. Also, Bounnik and Deshen (2014) state that WhatsApp is a social network app that allows users to send and receive instant messages as well as provide feedback.

They are able to provide their friends with feedback and ideas. Students can develop their critical thinking skills and practice expressing themselves well through it. A free

messaging program with tons of features is called WhatsApp. With the help of this application, people can instantaneously converse. According to Barhoumi (2015), referenced in Akpan and Abe (2017), WhatsApp is an instant messaging service that lets users share text, music, video, and image files via the internet. Users can transmit and receive documents and links in addition to audio files, pictures, and videos. Students have the freedom and convenience to send and exchange documents. Additionally, students can use this program to send links to their peers so they can share a learning resource. Additionally, WhatsApp offers a few benefits for participating in online collaborative learning.

Research on the language learning potential of WhatsApp reveals that it can help improve vocabulary knowledge (Lai, 2014; Liu, 2014), speaking, writing, listening, and comprehension skills (Andújar-Vaca & Cruz-Martínez, 2017), motivation (Ahmed, 2019), classroom interaction (Mwakapina, 2016), and communicative language learning (Kheryadi, 2018). According to the bulk of these research, WhatsApp encourages students to learn on their own and cultivates favorable views toward utilizing it for language learning. It has also been applied to provide a freer and more adaptable method of language acquisition outside of the classroom. The literature provides evidence of the benefits of mobile technologies for language teaching and learning (Liu, Lu, & Lai, 2016). Additionally, review studies on the topic have been conducted (Kukulka-Hulme & Shield 2008; Kukulka-Hulme & Viberg, 2018), as well as a quantitative meta-analysis on the subject (Sung, Chang, & Yang, 2015). Unlike the review studies on mobile learning that are already available, this study just looks at WhatsApp.

(f) *Instant messaging*

Since the 1980s, instant messaging has been around. In 1996, IM was introduced, which helped the medium gain popularity. A user installed IM as a piece of software on a PC. Users would then be informed when their contacts were online by this program, which would be in contact with the IM servers. To talk with each other, the participants in a conversation have to have accounts on the service. Today, IM operates on this fundamental premise (Bridgewater & Cole, 2008). Also, Dodd (2002) describes instant messaging, or IM, as a kind of communications service that allows you to set up a private chat room with someone else in order to communicate in real time over the Internet. This is similar to a phone conversation, but text-based communication rather than voice-based communication is used. In addition to, The Instant Messaging system usually notifies you when someone is online who is on your private list. After that, you can start a conversation with that specific person via chat. Instant messaging, or IM, is a real-time texting method that allows two or more people to communicate quickly. Most of the time, these individuals are connected to one another online, but in other instances, they are employed by the same business and have access to its local area network. You can also view the real-time availability (presence) of the individuals you have added to your contact list via the "Instant Messaging" solution (Rittinghouse and Ransome, 2005).

In the meantime, Instant Messaging has a purpose and linguistic characteristics, according to Crystal (2008), who describes it as a new form of register. First, as a means of social mobilization. Second, for exchanging information. Third, as a prompt. And fourth, as upkeep of relationships. according to the goals. Depending on the participants

and the topic, the register may change. Drawing from the aforementioned definitions, it is deduced that Instant Messaging is a novel electronic platform that facilitates real-time communication between users via a computer or mobile device and internet access. Instant Messaging, as a new electronic register, serves a number of functions, including relationship maintenance, information sharing, social organizing, and reminders. The vocabulary used in instant messaging combined elements of speech and writing; we wrote what we said.

(g) *Social Status*

A person's relative standing in the social hierarchy, including with all related lifestyles, is determined by their honor or prestige. Additionally, people, groups, and organizations in society are accorded a relative amount of respect, competence, and regard.

(h) *Social distance*

Compares the distances between locations and displays the separations between the different social groupings in the society. Social class, gender, and other distinctions are all part of the concept, as are several subgroups within the same group.

Method

Research design

Pertinent to the formulated research questions, the present study used descriptive qualitative research as this research dealt with text messages to demonstrate how the students use request strategies in the actual situation of communications in WAGs. This is because the research tried to make sense of and understand the language learning and language use of individuals in natural situations (Creswell, 2012; Phakiti, 2014).

Data source

As adumbrated earlier, the texts of communications between EFL students and their lecturers in WAGs constituted the data source of the present study. There were 8 WhatsApp groups as the sources of data for the present study which are the master degree students at faculty of English letters department at university negeri Malang from different classes such as writing for publication, TEFL class, methodology and so many by asking permission from the lecturers and students in the group to use the WAG text messages. The data was categorized based on politeness form devised on the basis of Searle's politeness theory taking the form of a checklist of politeness.

Research instrument

After seeking the permission from the lecturers to use WA groups for this research and as the researcher was one of the students at the classes, The main instruments were supplied with the politeness checklist and mobile phone WAGs to conduct the data by checking each WAG text messages sent by students and lecturers, therefore in order to acquire the corpus, informants were asked to use a certain application to send WhatsApp talks to one of the researchers' email addresses. Following the pasting of the chats' text into a Microsoft Word document, each message was assigned a number, and the exchanges that contained requests were chosen. In addition, both descriptive and explanatory analyses of the coded data were conducted using matrix analysis. Brown

and Levinson's politeness and Searl's speech act theories were used to cross-check and analyse the messages. Only discussions that included requests were taken into consideration for the current study.

Research participants

The present study the following individuals into the pool of the participants: lecturers and students. The lecturers were those of the Department of English, Faculty of Letters, Universitas Negeri Malang and there were around 12 WA groups used by lecturer and students. The lecturers were chosen using three criteria, with reference to the theoretical sampling: lecturers with working experience of more than 20 years, lecturers with working experience of between 10 and 20 years, and lecturers with working experience of less than 10 years. With regard to the students, they were those studying as Master's students majoring in EFL.

Technique of collecting the data

The following procedures were observed in order to gather the data: 1) documenting by making notes on every text message that the students sent to their lecturers. In regard to the students' requests for information in natural utterances, I requested permission to relay all of the communications from the lecturers and students, and 2) requesting approval from the lecturers to use their confidential conversations with us.

Data analysis

To answer the research questions, I analyzed the data by taking the following steps.

Reduction of data

Following the copying of the data, text messages containing requests and information were chosen in accordance with the study's focus. Over thirty text messages were found. Following this, coding was done in accordance with the request politeness techniques applied.

Data display

Matrix analysis was used to examine the coded data in both explanatory and descriptive ways. The messages were cross-checked and interpreted using Searl speech act theory and Brown and Levinson's politeness strategies. Also, the researcher also employs discourse analysis as a technique for doing qualitative research. Discourse analysis refers to a type of data analysis that can inform a writer about the discursive production of phenomena by analyzing text or utterances within a certain sociocultural context (Willig, 2013). The researcher interpreted the result pragmatically to explore students' politeness request strategy in WhatsApp text messages to their lecturers. In addition to, the researcher will describe politeness strategies of request used by students and the lecturers via IM. And after that, the text messages were categorized using the politeness procedures proposed by Brown and Levinson (1987). The purpose of this classification was to draw attention to the various politeness techniques used by each participant, lecturer and student. All cohort participants' politeness tactics were tallied, and the results were displayed as percentages data will be transcribed, and then analyzed using the request coding scheme developed by Blum-Kulka and Olshtain (1984).

Drawing a conclusion

The analysis's outcome guided the researchers' conclusions.

Confirmation

The verification of the data was done to prevent bias in the research's findings. Checking the data's authenticity, dependability, and trustworthiness is the aim of data verification. Three-way data verification was the method employed. Relying solely on a single approach could lead to prejudice and a distorted perception of the specific aspect of reality that the researcher is studying. It was decided to use two or more data collection methods. To ensure the validity of the outcome, triangulation which might improve transferability was carried out. And Peer debriefing was used to assist the researchers in exploring meanings, identifying biases, and elucidating the basis for interpretation. Peer debriefing was used in this study by providing the study's summary to a few debriefers, who then reviewed it over the course of a few days. There was a debriefing session after that. A few remarks, critiques, and recommendations made by the debriefers were considered.

Results

Requestive speech act strategies show the results to answer the first research question investigating politeness request strategies used by students with their lecturers in WAGs also explains how the directive speech act's politeness strategy is implemented, and the most common politeness method utilized presented in Table 1 as followed.

Table 1. Shows the politeness requestive strategies used by students and their lecturers

No	Politeness Strategies	Amount	Percentage
1.	Positive Politeness-attend to hearer	9	10.71%
2.	Positive Politeness-use group identify marker	19	22.61%
3.	Positive Politeness-seek agreement	7	8.33%
4.	Positive Politeness-avoid disagreement	9	10.71%
5.	Positive Politeness-assert speaker 's knowledge	5	5.95%
6.	Positive Politeness-give or ask reasons	4	4.76%
7.	Negative Politeness-be conventionally indirect	6	7.14%
8.	Negative Politeness- direct	4	4.76%
9.	Negative Politeness- Offer of repair	7	8.33%
10.	Negative Politeness-impersonalize speaker and hearer	14	16.66%
Total		84	100%

The data analysis results showed that most respondents chose the same personal form of expression—that is, query preparation—as well as an approach that was seen as equally indirect and courteous. As a result, requestors find it fascinating to choose their requestive tactics carefully in order to come off as more personable to instructors and students alike. According to the data, query preparatory was an act that both lecturers and students employed frequently. Ability, Permission, Willingness, and Possibility are the four sub-strategies that make up the often-utilized inquiry preparation strategy.

Ability Can you....? Could we...?

Permission Can we...? May i...?

Willingness I would ...

Possibility Is it ok...?

Positive and negative politeness of request		
Datum1: Requesting help from the lecturer about the registration		
Strategy	Sub- strategy	Expression used
Perlocutionary act indicating device	An expression of asking help.	I got a problem in my siakad.
Taking on responsibility	Self-reduction expressed	Can I meet you Prof?
Description of the account	Clearly: <i>alaikum salam</i> . better see mbak linda	you may see me and I will take you to her
Considering the hearer		Okay prof, thank you very much
Datum2: Requesting permission for not attending the class		
Illocutionary act force indicating device	Asking permission and regret	apologize for not being able to attend.
Explanation of account		I am sick
Considering the speaker	Accept apology	thank you for your notification. get well soon.
Considering the hearer	gratitude	Thank you very much ma'am.
Datum3: Requesting clarification about the class time		
Perlocutionary act	Explicit: requesting clarification and greeting	Assalam alikum sir, What time will be our class tomorrow?
Illocutionary act		waalaikum salam wr wb. at 7:30
Considering the hearer	gratitude	thank you very much
Datum4: Requesting for making up class and seeking agreement		
Indirect speech act	Seeking agreement.	izin tidak masuk kelas besok untuk menghadiri workshop?
Illocutionary force indicating device IFIDs.	Asking explanation	Berapa orang yang akan datang.
Explanation of account		Kami semua
Offer or promise	Agreement and repair	Shall we reschedule our class then?
Taking an acknowledgment		Yes ma'am.
Offer of repair	Suggestion	We may have online class or asynchronous
Considering the hearer	Agreement	You can plan it with the class and let me know. Cheers!
Datum5: Requesting students to do the task		
Illocutionary force indicating device	Greeting and asking for the task	Assalaamu 'alaikum warahmatullahi wabarakaatuh, Read the instructions and do your best.
Considering the speaker	Greeting and replying	Wa'alaikumussalam warahmatullahi wabarakaatuh, alright ma'am
Considering the speaker	Gratitude	thanks, you very much.
Datum 6: Requesting class time clarification and seek agreement		
Indirect speech act	Seeking agreement	what is our activity for tomorrow ma'am?
Taking on responsibility and explanation of account	Expression of self-deficiency.	I just arrived from a big family gathering.
Offer of repair		I will send you information about what to do tomorrow morning.
Acknowledgement of apology	An expression of regret	Really sorry for disturbing your family time.
Considering for the speaker	Agreement and gratitude	Alright Ma'am, thank you

Positive politeness

Datum 1: Requesting help from the lecturer about the registration

student: assalam alaikum prof, how are you today? prof i got a problem in my siakad I could not do my KRS, **can I** meet you if possible?

lecturer: *alaikum salam.. better see mbak linda.... you may see me and I will take you to her.*

Student: *Okay prof, thank you very much.*

Here the Students and lecturers at the IM started by using Islamic greetings which assalam alaikum, because as Muslims prefer to start with it to show how much we respect the other person. Also, they have used positive strategies to use IDs within the group (Brown and Levin 1987). Then the student started to ask about the lecturer's condition by saying how are you? After that the Student used the ID tag category and students used prof to call the lecturer who was considered a respectable person. This IM can be classified as "students" as a positive strategy of politeness.

Negative politeness

Datum 2: Requesting permission for not attending the class

Student: *Assalamu'alaikum wr wb. Good morning, Ma'am I do apologize for not being able to attend your class today. My grandfather passed away yesterday, so today I have to accompany my grandmother since the other family members must go to work 🙏 Thank you, Ma'am.*

lecturer: *No respond*

Requestive speech act strategies used to clarify the results to answer second research question of EFL students promote more direct or indirect request strategies in WAGs. According to previous explanations, the directive speech act is an illocutionary act that aims to produce an impact in the shape of the hearer's action, such as commanding, asking, requesting, suggesting, or offering advice. The speaker can use the politeness method to make his speech seem appreciated and courteous. In this context, the following discusses WAG's illocutionary speech act politeness strategy as followed in Table 2.

Table 2: shows the direct or indirect request speech act strategies used by students and lecturers

No	Direct request	Amount	Percentage	Indirect request	Amount	Percentage
1	To invite	2	2.22%	To convince	14	15.55%
2	To forbid	4	4.44%	To obligate	6	6.66%
3	To want	6	6.66%	To request	12	13.33%
4	To request	12	13.33%	To please	3	3.33%
5	To ask	6	6.66%	To ask	6	6.66%
6	To apologize	6	6.66%	To invite	2	2.22%
7	To thank	13	14.44%			
8	To gratitude	11	12.22%			
9	To greet	13	14.44%			

With one notable exception, lecturers and students both favor indirect strategies: for students, indirect requests are identified by clear clarifications and elaborations. Conversely, it is noted that the demands made of lecturers are generally quite succinct. In addition to, the frequency of use is used to illustrate data analysis. the employment of an illocutionary force indicating device (IFID), which is defined as any linguistic element that indicates or delimits the incorrect power of speech, the presentational style of the proposition, and the speaker's subversive behavior during the evaluation. This indicates that both employed politeness, a more conventional sort of indirect strategy. Direct techniques, such as mood derivable, want statements, and imperative statements, were the second type of strategy that the lecturers employed most frequently. The requesters employed a variety of politeness markers. More than their lecturers, students used politeness indicators. Most students used an apology in situations where they employed attractants or attention getters (greetings, sorry, please, and help) more

frequently. This shows a clear distinction in the use of politeness markers between the students and the lecturers. It is intended to soften and make more polite direct requests by using formulaic phrases such as attention-getters (greeting) and apologies (I apologize, please).

Datum 1: Requesting the students to submit the task		
IFIDs	A request for doing task	Dear class, please collect your revised outline together with the old one
Perlocutionary act	Explanation	I need to check which area you revised.
Direct request		Inform me when it has been in my locker.
Promise of acknowledgment	Acceptance	Alright Ma'am
Considering the speaker	gratitude	Thank you
Considering the hearer	Gratitude	Alhamdulillah Thank you
Datum 2: Tequesting feedback from the lecturer		
Perlocutionary act	Expression of greetings	good morning, ma'am.
Direct request	Seeking feedback	we would like to remind you that some of us have not received the feedback from you
Considering the hearer	Gratitude	Thank you very much, and have a nice day.
Taking responsibilities and explanation of account	An expression of regret	sorry for being late ... you will receive feedback on Tuesday
Considering the speaker	Acceptance and gratitude	Alright ma'am. Thank you very much.

Direct request:

Datum 1: requesting the students to submit the task

lecturer: *Dear class, please collect your revised outline together with the old one, printed Staple the papers. I need to check which area you revised.*

Thank you

Lecturer: *Inform me when it has been in my locker so that I can take it home.*

Students: *Alright Ma'am. 🙏Dear ma'am, we have just submitted our revised outline to your locker. Thank you*

lecturer: *Alhamdulillah Thank you*

Indirect request:

Datum 1: Requesting for making up class and seeking agreement

student: *Hello ma'am... Bisakah kami izin tidak masuk kelas besok untuk menghadiri workshop?*

lecturer: *Berapa orang yang akan datang ke pendampingan ini?*

student: *Kami semua diarahkan untuk menghadiri ma'am...*

lecturer: *Shall we reschedule our class then?*

student: *Yes ma'am. We may have online class or asynchronous*

lecturer: *You can plan it with the class and let me know. Cheers!*

From the data above here, the student started the IM by saying hello. ma'am, which is a different level of politeness. Also, they tend to use Indonesian, which is the local language, to make the request more conventional, and the lecturer showed the same level of politeness by replying "how many students will join the workshop? And here the lecturer provided a positive politeness strategy which is concerned for the hearer. Then the students answered the lecturer "Kami semua diarahkan untuk menghadiri ma'am" by using a politeness marker which is ma'am. After that the lecturer requested to seek agreement to reschedule the class

Requestive speech act strategies show the results to answer the third research question of directness level of social power and social distance which influence the low and high imposition request strategies between the students and their lecturers and how they feel different confidence when contact each other.

Table 3. Shows the level of social power and social distance between students and lecturers

Address Terms	Students (n=19)	Lecturers (n=2)
ma'am	14 (73.68%)	-
sir	3 (15.79%)	-
dear	2 (10.53%)	2 (100%)
Total	19	2

In Table 3 the results show the relation between the students and lecturers based on their dignity or status, contrasts the distances between them and in the what they use the politeness marker as it is clear that students use ma'am 14 times, sir 3 times and dear by both 4 times, and illustrates the divisions between various social groups.

Datum 1: Requesting clarification about the class	
Speech Act Category	Example Utterance
Perlocutionary Act	-
Greeting	Assalam alaikum, ma'am
Offering	-
Seeking Clarification	Do we have a class tomorrow?
IFIDs (Illocutionary Force Indicating Devices)	Yes, we do
Considering the Speaker	-
Gratitude	Okay ma'am, thank you very much.
Direct Request	-
Greeting	Good morning, ma'am
Illocutionary Indicating Device	-
Expression of Regret and Apology	I apologize for not being able to attend the class
Explanation of Account	I am sick
Perlocutionary Act	-
Gratitude	Thank you, ma'am
Illocutionary Act	Get well soon
Datum 2: Requesting permission for not attending the class	
Speech Act Category	Example Utterance
Direct Request	-
Asking Permission	I apologize for not being able to attend the class
Refusing to Accept	No respond
Indirect Request	-
Seeking Permission	I'm not feeling well, I feel dizzy
Illocutionary Act	GWS (Get Well Soon)
Considering the Speaker	-
Gratitude	Thank you
IFIDs (Expression of Regret & Acceptance)	I apologize for not attending the class
Illocutionary Indirect Act	Noted, thanks

Word order, emphasis, intonation, punctuation, mood, and actions are examples of devices that show at least one IFID. Also, in all SMS messages, IFIDs were utilized around eleven times. Accept accountability for the task by admitting your shortcomings and declining to accept responsibility. It appears that this contradicts the first choice when it comes to asking for help from instructors and students. Account explanation and the repair display showed nine usages. utilized as a measure of regularity in all text messages exchanges. It is evident from the discussion that most of the time prior request tactics were employed. There was also a notable lack of use of the patience pledge to convey regret. The listener expressed worry multiple times. The findings also demonstrated that students used a variety of request-supportive techniques, such as

address phrases, politeness markers, and attractors or attention getters. These requests for helpful actions are primarily made out of politeness.

Social power and social distance between students and their lecturers:

Student: *Assalamu'alaikum wr wb. Good morning Ma'am. I amand I would like to apologize for not being able to attend your class since I am feeling unwell today. Thank you, Ma'am,*

lecturer: *No respond*

Student: *Assalam alaikum sir, I'm I would like to ask permission to join the class after this because I'm not feeling well, I feel dizzy.*

Lecturer: *GWS*

In the above situations, the requesters were cautious in their request strategies because of the distance status of the requestee. There was a distance difference between the requester and requestee; however, their requests showed politeness too. Students who were paying attention to the (+ Distance) relationship adopted a query-preparatory method in their queries. Politeness markers (I apologize, sorry) were used by students more to express politeness, while the lecturers just used negative politeness strategies like concern for the hearer.

Discussion

In answering the research question above I applied speech act theory by Searle (1969), Brown and Levinson (1987) therefore in answering those two research questions which are: (1) What are the politeness request strategies used by students with their lecturers via WhatsApp text messages? (2) Do students in IM groups to their lecturers in EFL context promote more direct or indirect request strategies?

The results of the data analysis revealed that the majority of respondents selected the exact same strategy (query preparatory) as a personal mode of expression, as well as a strategy that was seen as equally polite and indirect. As a result, requestors find it fascinating to choose their requested strategies carefully in order to come off as more personable to lecturers and students alike. With one notable exception, lecturers and students both favor indirect strategies: for students, indirect requests are identified by clear clarifications and elaborations. On the other hand, the demands from lecturers are observed to be rather brief. They made an effort to act politely. Additionally, the subjects' attempts to avoid being the target of threatening actions may have little to do with their attempts to be indirect in achieving their wishes. Only the speaker's intention may be read into the request. It serves no purpose unless the listener responds to it, whether that response is positive, negative, or perplexing because requesting is handled differently depending on the society. The negotiation of face during the implementation of speech acts like requests, on the other hand, depends heavily on the concepts of directness and indirectness. According to what has been observed, indirectness may cause politeness to increase.

In answering the third research question which is: (3) Does directness level of social power and social distance influence the low and high imposition request strategies between the students and their lecturers?

The results showed that the reform process was exploited by the interlocutors in these data as a request strategy because the students and their lecturers had various social distances and statuses. And when the researcher compared this latest study to a

few earlier studies, she discovered that the strategies employed by students and their instructors are comparable to those employed in similar circumstances by Libyan women as well as by Tunisians and Sudanese (Alfattah 2010) and (Nureddeen 2008), who also discovered this strategy in their earlier studies and frequently avoid using a strategy to address damage. The assurance of persistence is "directed to the positive face of the mentors, and our constant desire to think of his desires as desired." In 1978, Brown and Levinson here we can state that the goal of this constructive approach is to guarantee no happen in future. And it is clear that the students show higher social and power distance with some lecturers in some ways of requesting by using address terms such as ma'am like 14 times and sir just 4 times, and dear class 2 or 3 times by the lecturers in difference with some lecturers which feel closer and confidence.

Direct requests are face threatening in nature. According to Brown and Levinson (1987) and Leech (1983), direct requests appear to be fundamentally impolite and face threatening since they invade the addressee's turf, and it may be claimed that the desire for indirectness represents polite conduct. The relationship between indirectness and politeness is further confirmed by Searle's observation that "politeness is the most prominent motivation for preferring indirectness in requests, and certain forms tend to become the conventionally polite ways of making indirect requests" (1975). Lakoff (1975) stated that "to be polite is saying the socially correct things," while Leech (1983) described politeness in terms of costs and benefits for both the speaker and the listener. According to him, an utterance that minimizes the hearer's costs and maximizes his benefits and that maximizes the speaker's costs and minimizes his benefit, is observed as a very polite utterance. Following data analysis to answer the third research question which is 3. Does directness level of social power and social distance influence the low and high imposition request strategies between the students and their lecturers? It was determined that the EFL instructors at universitas Negeri Malang interact with their students by using both positive and negative politeness in directive and indirective expressive speech acts.

Seeking agreement, permission, apology, offering and explanation of account was the most common kind of positive politeness employed by the lecturers and students since it was simpler and they thought it was more appropriate to use it in directed speech actions. Conversely, the lecturer's preferred method of using negative politeness was traditional indirectness. Despite being courteous, the EFL students at always follow the lecturer's instructions. It's important to consider language's true purpose, which is to facilitate communication. As a result, when teaching English, the lecturer must not only cover grammatical rules but also how to use ordinary language in real-world situations and we can use and study pragmatics not only in face-to-face classrooms interactions also we can learn it via IM interactions. In particular, understanding English etiquette concepts that may not align with our cultural background.

Furthermore, this study bears a striking resemblance to earlier research conducted by Winerta (2012). she discovered that the bald on record method is the most often employed politeness strategy. The purpose of the study was to characterize the politeness techniques of request that the characters in the movie "You've Got Mail" utilize, as well as the elements that impact those characters. The situational setting of the conversation in the movie "You've Got Mail" is provided by Hymes (1974) and Brown

and Levinson's (1987) theory of politeness strategy. The study's findings demonstrate that there are five different types of politeness strategies for requests out of 99 data. Baldness is recorded at 47.4%, whereas negative politeness is recorded at 23.2%. Subsequently, the percentages for positive politeness and off record are 13,1% and 7,1%, respectively.

Additionally, Bachman and Palmer (1996) examined the many kinds of requests that are made in romance movie scripts in order to characterize the pramalinguistic forms of those requests and to identify the different kinds of politeness strategies that are employed in the film. Through data analysis, the author characterizes the kind of request strategy, the pragma linguistic form of request using Trosborg (1995), and the politeness strategies using Brown and Levinson's (1987) theory. The study's findings demonstrate that there are numerous kinds of request techniques from the sixty-three data points (100%) included in this film. They are as follows: Suggestions (7,94%); Ability, Willingness, and Permission (38,10%); Wishes (3,17%); Needs and Desires (6,35%); Obligation and Necessity (1,59%); and Imperative (41,27%).

As a result, an overall analysis of the data on requests provided by both students and lecturers shows that conventional indirectness is the common choice of both sides in virtually every situation. In reality, both use conventional indirectness more often than not. Both the lecturers and the students are observed to maintain a suitable level of respect when making requests of equals. Requests are thus potentially humiliating for both the requester and the recipient. There is a need for the requester to reduce the imposition involved in the request because requests have the potential to be intrusive and demanding. Thus, using indirect rather than direct strategies is one approach for the learner to reduce the burden.

Conclusions

Data analysis revealed that the majority of respondents used the same query preparatory method as a means of personal expression and as a strategy that was both polite and indirect. Both students and lecturers prefer indirect strategies, but the requests from lecturers are usually briefer. When performing speaking acts, the concepts of directness and indirectness are vital in the face negotiating process. Direct requests are considered rude and face-threatening by Brown and Levinson (1987) and Leech (1983), while indirectness is considered courteous. For the speaker and the listener, politeness has costs and advantages, according to Lakoff (1975) and Leech (1983). Requests are face-threatening to both the requester and the lecturer, who almost always use conventional indirectness more than the recipient. To minimize the imposition involved, students should employ indirect strategies rather than direct ones. Moreover, the study's conclusions could lead to a better understanding of how politeness of request strategy affect the distribution and construction of power in a learning environment. This study may prompt researchers to look into a variety of other contextual factors influencing the choice of strategies, such as social distance or rank of imposition. It may also cause many lecturers and researchers to consider the use of request politeness strategies in order to support their work, personalize learning, and shape relations and interactions. The findings of this study will be beneficial to university professors as well, since they may highlight the significance of using civility techniques to manage

interpersonal relationships also for the international students in future can give them insightful knowledge about culture difference in the classroom and via IM with the lecturers.

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