



The Politeness Strategies Applied by Postgraduate Students and Lecturers in Asynchronous online-learning Discussion

Strategi Kesopanan yang Digunakan oleh Mahasiswa dan Dosen pada Diskusi Pembelajaran Online Asinkronus

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Abstract

Politeness strategies are essential to communicate with others, either face-to-face or using computer-mediated communication synchronously or asynchronously. The strategies are important to make the conversation between students and lecturers or teachers run properly. Besides, the advancement of technology in teaching and learning also contributes to the development of the communication strategy. The study pointed at examining the politeness strategies utilized by students and lecturers in an asynchronous online discussion. It used qualitative methods. The subjects of the study were postgraduate students and lecturers of the English Language education program. The data were collected through transcribing the asynchronous online learning discussion in Learning Management System on New Direction in ELT and Bilingual and Bilingual Education course. The utterances were categorized and analyzed based on Brown and Levinson's (1987) politeness theory. The result of the study showed that positive politeness is primarily used in the discussion. It implied that the lecturers and students had a great awareness to apply politeness strategies in communication.

Keywords: *asynchronous discussion, online learning, politeness Strategy*

Abstrak

Strategi kesopanan sangat penting untuk dilakukan dalam berkomunikasi dengan orang lain, baik secara langsung atau menggunakan komunikasi yang dimediasi komputer secara sinkronus atau asinkronus. Kemajuan teknologi juga berkontribusi pada pengembangan strategi komunikasi. Penelitian ini bertujuan untuk menyelidiki strategi kesopanan yang digunakan oleh siswa dan guru dalam diskusi online yang tidak sinkronus. Penelitian ini menggunakan metode kualitatif. Subyek penelitian ini adalah mahasiswa pascasarjana dan dosen program studi Pendidikan Bahasa Inggris.

Data dikumpulkan melalui transkrip diskusi pembelajaran online asynchronous di Learning Management System on New Direction dalam kursus ELT dan Bilingual and Bilingual Education. Ucapan dikategorikan dan dianalisis berdasarkan teori kesantunan Brown dan Levinson (1987). Hasil penelitian menunjukkan bahwa kesantunan positif terutama digunakan dalam diskusi. Artinya, dosen dan mahasiswa memiliki kesadaran yang besar untuk menerapkan strategi kesantunan dalam berkomunikasi.

Kata Kunci: strategi kesopanan, diskusi asinkronus, pembelajaran online

INTRODUCTION

Politeness in education is relevant to avoid conflict and redress between students and teachers or lecturers (Widiadnya et al., 2018). The communication between students and teachers or lecturers utilizes utterances that consist of politeness strategies. A politeness strategy is used to soften communication (Yuka, 2009). People attempt to involve in a discursive conversational context (Kadar & Mills, 2011). Politeness strategy is one of the essential aspects of pragmatic competence. Those involved in the discussion or conversation use various ways to soften their remarks, including indirect tips framed as declarative or rhetorical questions and widespread use of politeness strategies.

The relevance of politeness in education is an undeniable part of pragmatics competence that both students and teachers should be mastered. Concerning politeness in Asia, it typically is culture-based and putting social norms as the reliance on conducting communication (Kadar & & Mills, 2011). Additionally, Politeness is an honorific one that was in every context respecting other is a must. Therefore, it can be stated that as one of the Asia countries, Indonesia also a country with an honorific-rich manner, where the speaker who is socialized to perceive communication contextually applied politeness as predetermined rules in social intercourse.

In recent years, the advent of technology and communication in education contribute to the way students and teachers conduct discussions synchronously or asynchronously (Li, 2012; Mulyono et al., 2019; Utami et al., 2021; Ersani et al., 2021). According to Li (2012), discussion in the asynchronous design is mainly intended to combine the reciprocal component of written communication with the contemplative nature of composing. The written communication in the discussion forum applied in an online Learning Management System is an important point to show how well it takes place. Therefore, pragmatics competence is needed. Taguchi & Sykes (2013) mention that pragmatics competence means possessing knowledge and skill to produce and use utterances proper to the socio-cultural context where the conversation occurs. It shows the relationship between social context and language used for effective and meaningful communication among parties, especially concerning the acts of politeness. Investigations on the politeness of students and teachers in the Learning Management System as a part of Computer-Mediated instruction have been conducted by Almoaily (2018), Li (2012), Mulyono (2019), and Mohammad et al. (2016). According to Almoaily (2018) and Li (2012), the politeness strategy in the CMC context, especially in the asynchronous discussion context in e-learning platforms nowadays, is used to connect with another member in the discussion and participating in their learning. Almoaly (2018) investigated politeness in the distance learning students' official e-mails. He added that the premises of politeness norm for online communication are known as netiquette. These

include the acts of politeness in web-based communication such as greeting in opening the discussion, respecting other views, ideas, giving advice or suggestion, giving reason or opinion, and thanking or apologizing. It may also include performing a common courtesy in posting quotes or presenting a paper in the online e-mail discussion forum, group discussion forum, in other web-based learning. It was found that a large number of students performed the use of Null-greetings. It indicates that the low consciousness of the students about greeting is one of the politeness strategies. Mulyono et al. (2019) investigated the use of politeness strategy in Teacher-Student's WhatsApp communication. It was addressed to English as Foreign Language Learners in delivering a text message to each community member. This study revealed politeness strategies were applied by the students to the teacher since the teacher was placed at a higher level, and they considered that the students were required to respect their teacher greatly.

Most studies show that higher educational level students show attempts to keep politeness in digital communication. Those attempts can be seen from Brown and Levinson's politeness strategies model, including bald on record, positive politeness, negative politeness, and off-record politeness strategies. However, the asynchronous online discussion forum is also a relevant environment where politeness takes a crucial part in showing the presence of teachers and students in online learning. Therefore, the present study was intended to investigate the use of politeness in the asynchronous online learning environment. The written utterances produced in the discussion indicate the willingness of both parties to build effective and proper communication. In this study, the theory of politeness set out by Brown and Levinson (1987) was used to analyze the politeness used by students and lecturers in the discussion forum. Thus, the use of politeness strategy in Students-lecturer asynchronous discussion forum in an online learning platform will be analyzed using Brown and Levinson's (1987) theory. The specific research question addressed in this session is, "What politeness strategies are used by students and lecturers of English Language Education in Asynchronous online learning discussion?" The students consist of 24 students of the English postgraduate program who followed New Direction in ELT and Bilingualism and Bilingual education courses.

RESEARCH METHOD

This study was designed in descriptive qualitative methods focused on analyzing the conversation in the student's and lecturers' discussion in the asynchronous online learning environment. Based on Miles, Huberman, and Saldana (2014), a qualitative approach investigates the issue in its natural setting. The data were in the form of words and utterances produced by students and lecturers. It explored the politeness strategies applied by Post Graduates students and lecturers of English Language Education of *Universitas Pendidikan Ganesha*. The research subjects were 24 students and four lecturers involved in two courses, namely Bilingualism and Bilingual Education and New Direction in ELT in E-learning Undiksha Learning Management System. The students were four males and 20 females whose ages are ranged from 24 to 36 years old, while the lecturers were three females and one male whose ages are between 39 to 56 years old. The two classes were conducted online with asynchronous online learning discussions. The research object was the politeness strategies used by students and lecturers in asynchronous online learning discussions. This study used the model of politeness from Brown and Levinson's (1987), which includes the model of Face-Threatening Acts, and face-

saving was used to analyze the utterances in the asynchronous online discussion uttered by students and lecturers.

During the data collection, the utterances were captured, transcribed, and categorized based on the politeness strategies applied, including the bald on record, positive politeness, negative politeness, and off-record. The main instrument in this data collection was the researcher, with field notes and tables. The data condensation was simultaneously conducted by recording the observation in terms of the participants and their utterances and categorizing the type of politeness strategy applied. After categorizing, the utterances were displayed to provide elaboration of politeness used in the students-lecturers interaction in the asynchronous online discussions. To proof the findings, the researcher compared them with the previous research and the theory of politeness by Brown and Levinson (1987). This elaboration process continuously connects the data display with the data collection, the tabulation, the condensation of the data, and the conclusion drawing interactively to ensure that the conclusion drawn is trustworthy.

RESULT AND DISCUSSION

This session describes the politeness expression used by students and lecturers in an Asynchronous online discussion forum. The politeness strategies applied in the discussion can be seen in the form of imperative with or without redress positiveness. Those are greeting, addressing, thanking, giving a reason, giving advice, giving politeness, showing concern to hearer's wants, including speaker and hearers, and giving complement; negative politeness (indirectness and giving questions).

Results

The following table figures out the frequencies of the politeness strategies are applied by both students and lecturers.

Table 1: Frequencies of politeness strategies on the lecturers and students' discussion

NO	FEATURES OF POLITENESS STRATEGIES	FREQUENCIES
A	Positive Politeness	
1	Greeting (with mentioning the name of addressees)	12
2	Giving a gift to the hearer (compliment and support)	20
3	Thanking	22
4	Telling reason	38
5	Giving Advice	10
6	Showing concern to Hearer	23
7	Involving Speaker and Hearer	4
8	Optimist	2
B	Bald on Record	7
C	Negative Politeness	
10	Indirect	6
11	Give difference	2
12	Give question	7
	TOTAL	153

From Table 1, it can be interpreted that the strategies of politeness applied by lecturers and students in Asynchronous online learning discussion. First, Positive Politeness Strategy that includes greeting with mentioning the names of the

addressee; giving a gift to the hearer; inform of compliment and support; thanking; telling reasons; giving advice; showing concern to Hearer; Involving Speaker and Hearer; and an optimist. Second, Bald On Record. Third, Negative Politeness included indirect, give difference, and give questions. The most frequent politeness strategy used was a positive strategy in the form of giving a reason. It occurred 38 times out of 153 utterances. It shows that the politeness strategies used indicated a great awareness of the participant to minimize the Threatening acts in the discussion. Besides, as an Asian country, Indonesia also has a rich expression to show honor and respect to others. The second range was the positive politeness applied where the speaker wanted to show their interest or concern to the hearer's point of view. It was followed by a positive strategy of thanking 22 times of occurrence and followed by other politeness strategies used in the asynchronous discussion. Each of the politeness strategies is discussed in details:

A. Greeting

The notion of greeting as a part of politeness strategy corresponds to Brown and Levinson's (1987) politeness model. Telling a greeting to start a discussion can be a form of the Face Threatening Act (FTA). Moreover, it also has been investigated by Almoaily (2018). He stated that greeting demonstrates politeness strategy to show respect toward others and makes the communication more relaxed. Telling a greeting by mentioning the addressee's name demonstrates the act of saving the hearer's positive face.

The greeting with the addressee's name builds closeness and respect. Even though distance learning provides a space where both Speakers and Hearers cannot see each other's faces directly, politeness is never different for both types of interaction (face-to-face and Distance communication). The greeting displayed in this session shows how mentioning a greeting followed by the name of the addressee builds closeness and a more relaxed atmosphere between teacher and student or each discussion participant.

Greeting with mentioning names of the addressee in the finding occurs 12 times out of 153 utterances. The greeting used in the discussion between Students and lecturer were mostly when they start the discussion or when giving comments and asking questions. The participants' types of greetings are "Hello," Time Related Greeting (Good Morning, Good afternoon, or good evening), and Religious Greetings, followed by stating the name of the addressee. The example of expression used by lecturers and students can be seen in examples (1) to (7).

- (1) Hello, my dear Triani
- (2) Hello, my dear Ariangga
- (3) Hi, Wahyu
- (4) Hello, my dear Saraswati
- (5) Hello, my dear Radhaswati
- (6) Hi, Jennet
- (7) Hello, Nadya and Subrata

The above example shows that both lecture and students were trying to build a close relationship. They used the greeting to start the discussion before presenting their opinion or topic and commenting on others' opinions or work. Greeting with mentioning the addressee's name can minimize the threatening act raise honorific-environment between students and lecturers. The use of greeting indicated students' good manners as politeness indicators. It is used to acquire attention from other

participants and to make the presentation more formal. Additionally, the addressee's name showed closeness and familiarity of the interlocutors and a good emotional relationship. The use of greeting showed an effort to protect the self-image of both speakers and Hearers.

B. Giving a Gift to Hearer (Compliment and Support)

Giving compliments and support are included in the positive politeness rely on the Politeness strategy model by Brown and Levinson (1987). Giving compliment and support show the positive face-saving mode where people want to be respected and supported by others. This positive act provides the eagerness to get close to others.

The positive politeness in which speaker gives compliment and support to Hearer range 20 out of 153. It can be said that the lecturer and students intended to save each other faces. Giving compliments to each other argument means that they have great awareness to show solidarity and praise others' effort. The utterances that show the speaker gives compliment to the hearer can be seen as the following examples.

- (8) That is great.
- (9) You have done such a great work
- (10) You have done such a good work
- (11) Both of you have such a good argument
- (12) Cheers

Those examples show that the compliment shows how the lecturer and students respect and give praise to each other opinions and hard work in the discussion. Giving compliments and praise to the hearers showed the use of politeness strategy as a function to build an intimate relationship between the two parties.

C. Thanking

Thanking is the expression of the positive politeness strategy mentioned in Brown and Levinson's (1987) model. The acts of thanking show the awareness to save another positive face. It shows that the speaker is happy to receiving something from others.

The presented data show that the positive politeness of *thanking* was spoken 22 times out of 153 utterances. It ranges from the second most frequent utter word to express politeness strategy. The data of Lecturer and Students act of thanking are presented as the following:

- (13) Thank you for your advice, mam
- (14) Thank you for having a good work
- (15) Thank you for submitting your arguments
- (16) Thanks for giving your arguments
- (17) Thanks for having a good discussion

From the example, it can be seen that both lecturers and students use the politeness strategies of thanking after someone presenting ideas, opinions, or submission of arguments and before presenting the new argument. It indicates that both students and lecturers show consideration to be treated better and grow respect by others.

D. Giving Advice

The utterance of giving advice or suggestion is considered positive politeness. It is also one strategy that belongs to Brown and Levinson's positive politeness strategy.

Giving advice shows the speaker's consideration for other better performance. This strategy was used ten times out of 153 utterances. It shows that the participants quite aware of showing solidarity to others. The example of utterance that indicates showing advice used by Lecturer and Students can be seen in the following data:

- (18) You can search 'APA 6th Style' on google for this case.
- (19) Just an opinion, please learn how to quote properly
- (20) You can search 'APA 6th Style' on google for this case
- (21) Just an opinion, it will be better if you also use other sources, such as books, journals, magazines

From the examples, it can be seen that the lecturer shows great attention to Students' work and opinions for better improvement. Support or motivation contained in the advice given showed the act of politeness more formally. Besides, modality indicated that the speaker expresses politeness and eagerness to rise the hearer's motivation for better improvement.

E. Telling Reason

The other politeness strategy mentioned by Brown and Levinson (1987) is the positive politeness of telling the reason. The acts of reasoning help show positive acts in which the speaker has more understanding and more information. This strategy is used most frequently. The followings are some illustrations of the use of this strategy in the discussion:

- (22) However, sometimes there will be one or two introverted children and refuse to speak even though we do that kind of strategy.
- (23) I think we should give a more stimulating game or straight ask him/her personally at the end of the class because, in my opinion, there is nothing else we can do if that strategy failed since the classroom is kind of a formal situation.
- (24) Yes, Sir. I have applied it to my learning style, Sir. When there is an assignment, my friend and I give each other a grade or comment. It helps me hone my critical thinking in giving comments or grades.

The positive act of giving a reason in those examples indicates that both students and lecturer had a great awareness to contribute to the discussion. The use of the strategy was to mitigate the understanding and focus on the topic under discussion. Giving reason was also a sign of the speaker's intention to respect the forum and showed a positive attitude to study, do literacy, and show understanding of the topic under discussion.

F. Showing Concern to Hearer

The act of showing concern to the hearer is the other point of Brown and Levinson's positive politeness strategies. The acts of showing attention to the hearer occur 23 times out of 153, give evidence that the participant had a great awareness to develop in the discussion and intended to give protection to the positive face wants of the hearer through concerning the proposed discussion. The following presented data are the example of the utterances of showing concern to hearer used by Lecturer and Students:

- (25) Yes, we sometimes become cognitively biased as we were overconfident in our estimate.
- (26) Well, Sir, I will try to answer yes.

- (27) I would like to answer this question. Based on the video that I saw earlier, a possible challenge a teacher can face while designing a lesson plan is making the activities balanced for both high achiever and low achiever ones.

From the example, it can be seen that the students were eager to pay attention to the proposed issue and wanted to contribute ideas to the discussion. Besides, the speaker used this positive strategy to show a positive attitude, agreement, and ability to continue the discussion.

This finding was in line with Li (2012), who found that the speaker response to continuing cooperation in the forum. The use of showing concern to the hearer showed the speaker's great respect for things being said by the speaker. It also indicated the speaker's sympathy and effort to save the hearer's positive face.

G. Involving Speaker and Hearer

The act of involving both Speaker and Hearer in the conversation is a unit of positive politeness strategies mentioned by Brown and Levinson (1987). It shows the invitation for both Speaker and Hearer to take part in the communication. This act occurs four times out of 153 utterances in the study. The example of Lecturers and Students' expression in the politeness strategy is presented in the following data:

- (28) Please write a comment, So I can also learn from you
 (29) Here is my work, may you check it and happy to discuss it together

The examples show that the speakers want to involve the other parties to contribute to the discussion. Here, the politeness strategy was applied after speakers presented or posted their work and wanted others to read and respond after reading the paper. The acts use functioned as an invitation for others to join in the discussion forum. This positive politeness strategy was used to indicate both speaker and hearer's good manner in initiating the discussion.

H. Optimist

Being an optimist is one of Brown and Levinson's (1987) strategies of positive politeness. Showing optimism demonstrates that the speaker is firm with what is said. The strategy is used two times out of 153 utterances. The example of Lecturers and Students utterances of being optimistic can be seen as follows:

- (30) You will need this when you make your final paper
 (31) Now, I am also trying to encourage the students to be the center of learning in K13

The examples show that the speaker is sure of what she or he said. They were sure that what they said will come true. The act was applied to give additional views to confirm hearer that their comment was true and can be proven. The state of being optimistic indicates the speaker's good manner in adding supporting statements of their previously mentioned opinion.

I. Bald on Record

Bald on record is one of the politeness strategies mentioned by Brown and Levinson (1987). It refers to the Speaker (S) act of straight, short, and insolent that may sound rude. Speaker does the act in a direct, clear, and unambiguous way on the

occasion when someone's constraints force to do so. Moreover, commonly it is applied to close friends and family.

As a politeness strategy, Mohammad (2016) and Mulyono (2019) mentioned that Bald on Record is a strategy of politeness that is not intended to downplay the menace to the hearer's face. The speaker uses it to turn to other people in expressing the speaker's needs. The use of imperative sentences is the characteristic of this strategy. Besides, the use of "please" as a mitigating device can soften the command or instruction.

The Bald on Record politeness strategy's occurrence can be seen in Table 1, which occurred seven times out of 153. It shows the lecturers' and students' lack of awareness to apply directness when connecting to others. The bald on record used by Lecturers and Speaker can be seen in the following example:

- (32) Please write a comment on my work
- (33) Please find other references to enrich your sources
- (34) Keep up the good work, and improve as always
- (35) Please discuss challenges that might be faced by the EFL teachers in designing an effective lesson plan

The above examples indicate that most of the imperative comes from the lecturer. Most of them soften the acts of being indirect by using the word "please." The lecturers ask the students to accomplish certain tasks or discussions and work better than the previous work. The use of Bald-on Record was to un-minimize the face threat. It was to represent politeness, especially dealing with the urgency of the communication. It will make the instruction or suggestion clear, direct, and brief to help the hearer easier to understand. It was also used to establish friendship, closeness, and care to trigger each participant in the forum.

J. Indirect

Being indirect belongs to the strategy of negative politeness stated in brown and Levinson's (1987) theory of politeness strategy. Being indirect is intended to reduce threatening other's faces. It occurs out of 153 utterances. The following are the example of indirectness negative politeness used in the asynchronous discussion:

- (36) It would be great if others can give additional information.
- (37) Anyway, I have a problem regarding peer grading.
- (38) I am thinking about how to do it, meaningful and interesting for students.

From the examples, the speaker used indirectness to ask another member to participate in the discussion, stating difficulties and concerns on the topic under discussion. The use of indirectness indicates that the speaker reduces directness to build a good relationship and keeps active during the discussion.

K. Giving Difference

Giving deference to others is the other type of negative politeness strategy mention by Brown and Levinson (1987). This strategy was only used once during the discussion. It shows that both teacher and lecturer have a lack of intention to use this strategy to the threatened negative face of the hearer. The utterance of giving different applied by Lecturers and Students are presented in the following example:

- (39) For Nadya, it will be better to use supporting sources to strengthen your argument, like Subrata did when he used Harmer (2007) to support his argument. Stay active for both of you.

The above example shows the speaker's serious concern to the hearer to revise her work and acknowledged her fault in presenting her opinion. The speaker used this strategy to encourage the hearer to start giving scientific support for her opinion. The lecturer used this strategy to instruct the student to reference her opinion and motivate the students to read more and give scientific evidence for her argument like what the other student had done.

L. Give question

The negative politeness strategy also includes the acts of proposing questions to the hearer. Asking questions can be considered imposing the hearer's negative face. The negative politeness mentioned by Brown and Levinson (1987) includes the act of asking a question. Its occurrences in the discussion are seven times out of 153. The example of utterances used by Lecturers and Students in negative politeness of giving questions can be seen in the following example:

- (40) So, do you have any other suggestions for dealing with this kind of student?
- (41) The question is, is peer grading (feedback/assessment) needed today in the context of SCL, SRL, Teacher's Role, Merdeka Belajar, and 21st-century skills? Why?

From those examples, it can be seen that the questions have come from the lecturer, in which the lecturer wanted to trigger the student's critical thinking on the topic under discussion. The questions asked were intended to invite the students to provide critical analysis and support the argument. Therefore, give questions can be a good politeness strategy to invite critical thinking in the discussion forum. The questions were used to invite other participants to contribute to the forum and make the hearer conduct deeper analyses of the topic. Meanwhile, giving questions made the discussion forum less stressful and motivating more to contribute by searching further about the topic.

Discussion

In the present study, the lecturers and the students used politeness strategy in the asynchronous online-learning discussion. Politeness strategies in computer-mediated communication (CMC) are very important that indicate both parties' eagerness to build a good relationship, be clear, and show respect (Mulyono et al., 2019). The findings in this study proved that the politeness strategies used were positive politeness strategy, bald-on-record, and negative politeness. In this case, the use of politeness strategies in students-lecturers interaction in asynchronous online learning discussion showed the honorific expressions that both parties used to build the relationship. This finding was in line with Kadar & Mills (2011), who mentioned that honorific is a predetermined rule in conducting social intercourse with others. It might happen since the participant was exposed to expresses opinions or ideas and supported by details or reason.

The students and lecturer mostly applied positive politeness strategies that included greeting with mentioning the name of addressee; Giving a gift to the hearer; thanking; Telling reason; Giving advice; Showing concern to the hearer, and involving both Speaker and Hearer. It occurred since both speaker and hearer had a great awareness to save the positive face.

The use of greeting with mentioning the name of the addressee shows the positive acts of both parties in saving each other positive face. This finding was in agreement with Peng et al. (2014), Almoaly (2018), and Mahmud (2019). The

greeting is one of the politeness strategies used in Computer-Mediated Instruction (CMC). The greeting was used to start the presentation and before explaining the topic of discussion. For the most part, the use of greeting with mentioning the addressees' name is the way to minimize the distance of Speaker and Hearer's close relationship (Brown & Levinson, 1987).

The act of giving a gift to the hearer in the form of a compliment was applied in the discussion. It indicated the student's and lecturer's awareness to build an intimate relationship with each other. This finding was in line with Li (2012) and Peng et al. (2014) who found that using politeness strategy to give a compliment, gift, sympathy, and cooperation indicated the speaker's awareness of the hearer's face wants. It also showed esteem to the hearer's positive face.

The next positive act in the findings is thanking. The use of thanking also indicated that the students and lecturers build intimacy in the interaction. Mahmud (2019) found that thanking was used to express politeness before introducing the presentation topic or starting the discussion and connecting the opinion and comments from each party. It indicated the familiarity and attentiveness to save the hearer's positive face.

Telling reason in this finding revealed the great awareness of both Students and Lecturers to save the positive face. It also indicates the intention to build a positive relationship by triggering Hearers' motivation. In line with the finding, Li (2012) also found that the positive politeness of giving reason was a sign of the speaker's enthusiasm and willingness to discuss the topic in the forum. It is one of the strategies to diminish and soften the force of the other parties' direct question in the discussion. Therefore, the use of politeness strategy of giving reason was a sign of a positive attitude and great concern of the importance of being polite in the discussion forum.

Furthermore, the use of positive politeness in the act of showing concern to the hearer in this study indicated the intention to respect one another by taking part in the discussion. Finding the same point, Li (2012) and Peng et al. (2014) sought to advise one of the positive politeness strategies to mitigate the speaker's great attitude and willingness to build friendship and support the hearer. It was also used to indicate the speaker's interest in the speaker's points. For the most part, giving advice was an effort to build friendship, respect, and solidarity.

The finding also showed the politeness acts of involving both Speaker and Hearer as one of the positive politeness used in the discussion. This act indicated the Speakers intention to initiate the discussion and invite the other party to contribute to the discussion. This finding was in line with Li (2012), Correo (2014), and Mohammad et al. (2016), who found that this positive sub-strategy was found in computer-mediated communication (CMC) and online discussion. The positive sub-strategies concerning the involvement of both Speaker and Hearer were effective attainment of the discussion goals in an online environment where it was found that the participant found it hard to start and involve and assume reciprocity while engaging in the discussion. The strategy of politeness in involving both Speaker and Hearer increased proximity and closeness relationship.

This study showed that optimism was also used by students and lecturers in asynchronous online learning discussions. The act of optimist showed the students and lecturers confirm each other to be treated better and respected in presenting ideas. Li (2012) and Correo (2014) sought to find that optimism shows future believes of what was said will happen in the future. It can influence other participants to put reliance on it to get better results in the future. As a result, the positive politeness of showing optimism made the discussion alive.

To conclude, politeness in involving both Speaker and Hearer decreased social distance and increased proximity and solidarity. Therefore, applying positive politeness strategies concerns the need to conduct a good relationship between lecturers and students. As a result of this, the speaker was intended to cut down the menace of face-threatening acts and make the relationship closer. It also indicates attempts to claim common ground by showing respect to others, showing concern, agreement, sharing interest, and intimacy, asserting understanding, supporting, and showing sympathy to satisfy both parties positive face (Correo, 2014; Li, 2012; Mahmud, 2019; Mohammad et al., 2016; Mulyono et al., 2019; Peng et al., 2014).

Besides, the findings proved that the lecturer and students in the asynchronous online discussion also applied the Bald-on-record strategy to be direct, well defined, confirm, and brief. It showed the urgency of the topic and the seriousness of the speaker that communication was very important. This finding is in agreement with Mulyono et al. (2019); Li (2012); and Mohammad et al. (2016), who found that the use of bald on record in Computer-Mediated Communication (CMC) as one of the politeness strategies was used to build interpersonal communication among the parties. The use of imperative sentences indicated that the directness was very important to convey focus and made Hearers understand quicker and better (Li, 2012; Mulyono et al., 2019; Peng et al., 2014).

Moreover, the lecturers and students applied negative politeness to deal with one's negative face wants and minimize the Face Threatening Acts (FTA) between lecturers and Students. It included being indirect, giving different, and giving questions. The acts of indirectness applied by students and lecturers showed that both parties were intended to reduce the directness in the discussion. The use of indirectness as one of the negative politeness in students' and teacher's interactions was sought by Li (2012). It was applied to redress the hearer's negative face. The use of indirectness was to expect someone's attention to comment and revise the speaker's work.

Meanwhile, the other negative politeness used was the act of giving a difference. It was applied to motivate Hearers to do positive things that their peers had done. This finding was in agreement with Li (2012) and Peng et al. (2014). To revise the mistaken opinion in the discussion forum, the speaker's politeness strategy to give difference was applied by the speaker to let the hearer acknowledge fault and wrong did. Besides, the politeness strategy showed the speaker humbly indicated his/her seriousness to fix and improve the hearer's work.

At last, the act of giving questions in this finding was an act to reduce the imposition and trigger the hearers' critical thinking to contribute in the discussion. Peng et al. (2014) also found that the politeness strategy of asking/giving questions is one of the negative politeness strategies to minimize imposition. Brown and Levinson (Brown & Levinson, 1987) stated that applying a negative politeness strategy minimizes imposition between Speaker and Hearer. At this moment, the lecturer and Students applied the negative politeness to show the attitude of being polite, minimize imposition, motivating students in criticizing the topic in scientific ways, and acknowledge utterances redress to give satisfaction to hearers' negative face (Li, 2012; Mohammad et al., 2016; Peng et al., 2014). As a result, the present study revealed that politeness strategies were needed and important in asynchronous online-learning discussions to build a positive atmosphere for the forum. The politeness strategies applied in the asynchronous discussion forum strengthen the rules of honorifics acts in the social interaction.

CONCLUSION

Politeness strategies are very significant to be conveyed in any communication type, including the discussion activities. The asynchronous discussion also provides politeness and rules on what to do and not in the interaction. It is called netiquette. The politeness strategies utilization in the asynchronous online discussion forum in the e-learning platform by students and lecturers were mostly positive politeness strategies. Thus, it indicates that the lecturers and students perform a positive attitude in using communication strategy to build respect, closeness, and build motivation and improve each other. Besides, the acts of reasoning and supporting argument and thanking ranged as the more frequently used politeness strategy since the discussion requires the students to give an opinion and scientific reasoning and praise others' contribution and support. The strategies above of politeness in an asynchronous discussion show honorific expression applied by students and lecturers to build a positive relationship.

Therefore, further study can apply on the methodology used in this study that includes a larger variety of data to securely generalize their findings, focus on the use of emoticon expression, expand the number of participants, and find the correlation between the background of the participant as well as the genre of participants with the use of politeness strategies. To conclude, politeness in the discussion of students and lecturers in English Language Teaching is one of the elements to show the pragmatics competence in conducting meaningful discussion or communication.

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