HASIL PENILAIAN SEJAWAT SEBIDANG ATAU *PEER REVIEW*
KARYA ILMIAH : Jurnal Internasional

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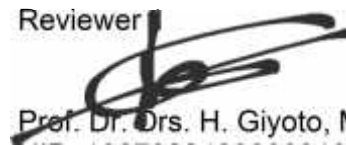Hasil Penilaian *Peer Review* :

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Reviewer 2

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The use of WhatsApp to express students confirming speech act strategy to the lecturers

by Woro Retnaningsih

The use of WhatsApp to express students confirming speech act strategy to the lecturers

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The use of WhatsApp to express students confirming speech act strategy to the lecturers

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Abstract. Following the rapid growth of the social media communication technology worldwide, WhatsApp (WA) becomes one of the most practical means to corelate students and lecturers. In fact, students are able to contact their lecturers anytime they need to confirm any other task and assigment. However, to contact the lecturers, students have frequently need the appropriate speech act strategy to convey thir intention. While several studies have addressed this issue by focusing on the use of hedgs to express politeness in WA to express politeness, and violations are found in approbation maxim. In an attempt to fill this gap, of the use of WA to express students confirming speech act strategy to the lecturers. The method of providing data was carried out by tapping method with recording technique. This tehcnique is screen shoot the written document of speech act used by students when communicating with lecturers by using WA. The investigation reveals that, the most widely strategy used by students in WA to lecturers was to seek an agreement and the lowest use was to imply or express reciprocity, give understanding, and cooperation with the lecturers. This study argues that students send WA to the lecturers with the various purposes.

1. Introduction

Almost every day student uses language both oral and written to interact with the lecturer. Ideally, every student who speaks must pay attention to the principle of language politeness. Rude speech and the feelings of others need to be avoided. The method of using this language refers to the accuracy of the use of lingual units in the practice of communication. The important thing with regard to the success of regulating social interaction to consider politeness is the strategy used by speakers. By knowing the appropriate strategy will help the spreakers reaches the speaker [1] [2] [3]. The successful

selection of the use of spoken strategies creates the possibility of social transactions succeeding well [4] [5] .

The importance of using strategies to speak in communicating on campus, is an important thing to study. This is because the number of messages that students want to convey to the lecturers concerning the interests of each student is different. Communication to lecturers that is commonly used by students at this time in addition to direct delivery face to face is by WhatsApp (WA) [6].

This study will examine how the strategies used by the students of the Education and Teaching Faculty of the State Islamic Institute Surakarta to confirm with the lecturers and what is the purpose of the message. The purpose of the study was to describe the type of student-speaking strategy in sending WA messages to lecturers and formulating the intentions of the student speaking strategy. This study is theoretically expected to be useful to increase knowledge about students speaking strategies to the lecturers in sending messages, and it is practically expected to have practical benefit in the form of students' choice of speech strategies to their lecturers. In the use of language in the social context . There are four narrative strategies or general behavioral patterns that can be applied to speakers in communication, namely Bald-on record strategy, positive politeness strategy, negative politeness strategy, and off-record politeness strategy [7]. Context of this study is the accompanying text of WA, and its use by the students in communication to the lecturers.

2. Methodology

This is descriptive research focusing on the description of the process and meanings of various characteristics of speech act strategies used by the students in Education and Teaching Faculty. They are six departments involved Islamic Religious Education Department, Arabic Language Education Department, English Language Education Department, Kindergarten Teacher Education Department, Elementary Teacher Education Department, and Indonesian Language Education Department. at Education and Teaching Faculty of State Islamic Institute of Surakarta. The main data is the students writing at the WA application. The technique of determining the data was determined by purposive sampling technique. The technique is also called criterion based selection, which is the determination of data sources with the aim of selecting informants who are considered to know information and problems in depth and can be trusted to be a solid and complete data source [8] [9] [10] .

Data analysis in this study was carried out using contextual analysis, namely by linking the collected data by basing and relating to the context. Thus the situation and context must be considered in determining the intent of the speaker. Data analysis taking into account the situation and context is included in the matching method. Student speech act strategies, analyzed by using Brown and Levinson model [7] classifying into several strategies by referring to the method of analysis of the ways of destination [11][1]. Triangulation techniques are carried out in two types, namely triangulation of data sources, namely students in each department and triangulation of data collection methods by tapping method with recording techniques and notes.

3. Result and Discussion

From the data analysis, it was found 346 speach act strategis used by the students. The strategy used by students was positive politeness to refer to positive politeness to show closeness, intimacy, and good relations between speakers and speakers [7]. This strategy is carried out by speakers in ten ways out of ten ways, namely: paying attention to interests, desires, needs, or everything that belongs to the students 30 times (8%); paying attention to the speaker earnestly 20 times (5%); seeking agreement 120 times (33%); avoid disagreement 40 times (11%); imply, accentuate, declare togetherness 30 times (8%); declare or imply knowledge and attention to the desire of the one-time speaker (3%); involving the speaker in an activity three times (11%); giving or asking for a reason 50 times (14%); implying or stating the reciprocity 12 times (3.3%); and giving cooperation to speakers 12 times

(3.3%). The strategies used by the students can be shown as follows. The strategy that is most widely used by students in WA to lecturers is to seek an agreement 120 times or by 33%, and the lowest use is to imply or express reciprocity 12 times (3.3%), and give something understanding, and cooperation with speakers 12 times (3.3%).

3.1. The Strategies used by the Student

Strategies pay attention to interests, desires, needs, or everything that belongs to the speaker is used by students at the time to remind the lecturer to correct the work file by noting that the student has disrupted the lecturer time, as in the student speech as follows:

"Assalamualaikum ini saya Nur Fauziah. Maaf pak, mengganggu waktu bapak. Mengingatkan mohon di koreksi nggih pak file 2007 Nur Fauziah saya. Terimakasih pak, sekali lagi, mohon maaf nggeh pak, mengganggu waktu bapak, nuwun" (WA1/03/2017/09.45).

In the above statement, it was found that the student had reminded the lecturer that there was a file that had to be corrected by the lecturer. With the above speech, students pay attention to the lecturers' time which has been confiscated because of WA students.

The strategy of paying attention to the speaker in earnest is used by students at the time they will take the revision. The speech was told a day before students took the revision on the day determined by the lecturer.

"Assalamu'alaikum... pak besuk njenengan di kampus mboten gih? Ini saya mau ambil revisian skripsi saya sampun bapak koreksi belum pak?" (WA5/03/2017/01.09).

The strategy above is used by students by paying attention to the presence of lecturers, namely lecturers on campus or not. Students don't want to disturb him.

The strategy to seek agreement (with code e) is used by student students at the time before the exam to request an agreement with the lecturer that there will be a 12 o'clock examination.

"Assalamualaikum wr.wr maaf bapak untuk ujian semprop hari ini jam 12 bisa?" (WA28/07/2017/11.00)

In the context of the speech acts above, the student has tried many times to contact his lecturer but there is no answer. So that in writing the message with forgiveness, the father indicated that the effort that was done did not get results that were in accordance with what was wanted to be achieved and made the students a little worried that the lecturer could not test at 12 o'clock.

The strategy to avoid disagreement is used when students send messages to the lecturer to ask for permission to register for a proposal seminar.

"Assalamualaikum pak Fauzy. Pak mau tanya misal saya daftar semprop hari ini pripun?? Tapi revisian yang kemarin saya kumpulkan ke njngn blm njngn koreksi maleh" (WA30/07/2017/14.00).

To avoid disagreement between lecturers and students regarding the registration of munaqosah, students send messages with a view to avoiding disagreements namely by not being allowed to register munaqosah because the revision correction that is still in the hands of the lecturer has not been revised.

It implies, accentuating, stating that togetherness is used by students to ask lecturers for advice on the implementation of the exam because there are lecturers who cannot test on the specified day.

"Assalamualaikum pak maaf mengganggu istirahat bapak, saya mau mengabarkan kalu pak abu choir minta di undur hari Selasa pak niku pripun ngeh? Ini bapaknya baru ngabari saya. Untuk waktu pelaksanaanya beliau bisa jam berapa saja gt pak. Mohon saranya geh pak. Kira-kira hari selasa jam pinten ngeh pak? Nwun" (WA28/07/2017/11.00).

The strategy indicates that there are lecturers who are unable to attend, the students ask for advice to imply, accentuate, declare togetherness that students want to be tested together in accordance with the regulations that run on campus.

The strategy of stating or implying knowledge and attention to the wishes of the speaker is said by students who get bad grades because they realize that they have not mastered the method of learning that was tested.

"Assalamualaikum, mr maaf mengganggu waktunya sebentar. Saya Indri kelas A semester V. Saya mau minta maaf karna saya belum bisa memahami sebagian materi dari mr. Saya tidak komplain atas nilai akhir yang

bapak berikan tapi saya mohon mr berikan kesempatan 1 kali lagi untuk memperbaiki nilai saya. Terimakasih. Wa'alaikumslam" (WA78/07/2017/. 01.00).

By paying attention to the speech above, students are told that they got a bad grades. He realized that he had not mastered the lessons learned by stating or implying knowledge and attention to the desire of the lecturer that the lecturer did not want to give bad grades because the work of students not complete.

The strategy of involving speakers in an activity was told by students at the time of the Mugaqosah exam, which was nearing the hours contained in the schedule. In this context there is one lecturer who has not been present so that the student sends WA to inform that the other examiners are ready in the exam room and the exam will begin soon.

"Assalamu'alaikum pak, niki pak Suluri sampun di ruangan" (WA87/07/2017/08.11.00).

The strategy used by students involving speakers in a munaqosah activity by sending WA. The stydents intends to involve the lecturer in the exam. So that with the presence of the lecturer, the test will run well.

Speech with the strategy of asking for reasons to be used by students to confirm the scoore achievement has not yet been released.

"Assalamualaikum, Mr. Jito ini Melinda kelas B. Mau konfirmasi nilai saya belum keluar Mr. Kemarin nungguin Mr tp Mr malah gak ada trus gimana Mr?" (WA26/07/2017/09.40).

The strategy is used by students with the intention to clarify the test score has not come out in the event and intends to directly meet with the lecturer asking for clarification why the scroore has not yet come out.

The strategy by implying or expressing reciprocity above, is used when students ask questions about how the criteria for obtaining an A grade actually do not need to be answered because students are considered to know how to obtain good grades.

"Enggeh bapak, mohon maaf sebesar-besarnya ngeeh pak. Terimakasih." (WA66/07/2017/09.00).

When students ask about the criteria for obtaining an A grade, this does not need to be answered because students are considered to know how to get good grades. At the end of the speech the student wrote this thank you in accordance with the context and situation in whom the student spoke because the lecturer still wanted to repeat again to confirm the assessment criteria. The students stated by sending a message stating the reciprocity with this thankful greeting to repay the kindness of the lecturer.

The strategy of giving cooperation to the speakers is used by students to request replacement and addition of lecture schedules to lecturers because the number of face-to-face meetings conducted in the classroom is still less.

"Pak, kami sepakat untuk mengganti jadwal kuliah Kamis pagi ya pak Jam 8.20." (WA166/07/2017/09.10).

In the lecture above students agree to provide cooperation if they can attend additional lectures at 8 am.

Conducting speech acts by using positive politeness refers to positive politeness to show closeness, intimacy, and good relations between speakers and speakers. From the results of the above analysis, the most widely used strategy by students in WA to the lecturers is to look for agreements and the least use of them which is to imply or express reciprocity and give understanding, and cooperation to the lecturers. This means that students do positive politeness by feeling the closeness to the lecturer, there is no distance and they can express their desire directly. This indicates that the lecturer does not use his power by creating a distance that allows students to be afraid and reluctant to send messages. The sign is that students are free to send messages to lecturers every time and every time students need information, confirmations and appointments.

3.2 The Purpose of the Students Used Speech Act Strategies

The speech act strategy used by the student with the intents they are strategy by stating or implying knowledge and attention to the wishes of speakers is used by students to request improvement of

grades, to remind lecturers to test munaqosah, and to remind lecturers to test their thesis. Seeking agreement is used by students to remind lecturers to test proposals and to remind lecturers to test their thesis, used by students to remind lecturers about lecture time, follow-up exams, collecting assignments as one of the final exam assignments in the course, and taking corrections/revisions. This strategy is intended to seek agreement on the hours and days students can meet with lecturers and to seek agreement on the hours and days students can meet with lecturers. The strategy of avoiding disagreement is used by students to ask informations.

The strategy implies, highlighting, stating that togetherness is used by students to request permission to not enter the class. Strategies to state or imply knowledge and attention to the wishes of speakers are used by students to obtain improved grades. Involving speakers in an activity is used by students to guide seminar proposals, make appointments when they can do guidance and request permission to move classes. Giving or asking for reasons is used by students to send messages to lecturers because there are no answers when phoned, complaints that have been received are not in line with expectations, send short messages to ask for signatures, statements about the course values that have not come out, request information, and confirmation of my value has not yet been issued. Stating reciprocity is used by students to apologize and thank. The strategy of giving something (gifts, sympathy, understanding, and cooperation) to speakers is used by students to ask for changes and additions to lecture hours because the number of face-to-face meetings conducted in the classroom is still lacking by finding substitute days.

The purpose of using narrative strategies used by students in WA to lecturers can be shown in the table below.

Table 2. Students Intension

NO	Strategy	Students Intentions	Code	f	%
1	Paying attention to interests	Make a promise	aa	30	8
2	Paying attention to the teacher	Alert the lecturer to test the thesis	bb	20	5
3	Seeking agreement	Remind lecturers during lectures, collect assignments, request follow-up exams, take revisions	cc	120	33
4	Avoid disagreement	Ask something	dd	40	11
5	Imply togetherness	Request permission not to enter the class	ee	30	8
6	Imply knowledge and attention to the students	Improved scoore	ff	10	3
7	Involving the students in an activity	Conduct guidance on seminar proposals to make an appointment when to do guidance, move classes	gg	40	11
8	Giving or asking for a reason	Send a message to the lecturer because there is no answer when phoned, the complaint that has been received is not in line with the expectation, asks for an autograph, asks for the value of the course that has not come out, asks for information, confirms my value has not been issued	hh	50	14
9	Implying the reciprocity	Sorry, thank you	ii	12	3,3
10	Giving cooperation to the lecturer	Replacement and addition of lecture hours	jj	12	3,3
	Total			364	100%

Discussion that seeking agreement to remind lecturers for the class of their lectures, collecting or submitting assignments, request follow-up exams, take revisions are the highest frequency used by the students, its mean that lecturer les teaching the lecturer does not pay attention to the teaching schedule. Many WA students who enter to the lecturer signifying that lecturers are not disciplined in starting the lesson and also follow-up the students exams, lack of clarity about the task collection schedule. Likewise to confirm when the student thesis revision must be corrected.

4. Conclusion

The strategies most used by students in WA to lecturers are seeking agreement, and the least usage that was implies or states the reciprocity, giving something of meaning, and cooperation to the students. While the intentions of students send WA to lecturers are to make an appointment; to remind the lecturer to test, lecturing time; to ask for a follow-up exam, permission not to go to class, scoore repair, the scoore of the out-of-date course; to confirm the scoore has not been released, guidance, forgiveness, replacement and additional hours of lectures; to take a revision; and to thanks.

One of the most interesting findings that this strategy is used to show familiarity to opponents who are not close speakers. This strategy seeks to minimize the distance between speakers and speech opponents by expressing attention and friendship. Thus speakers reduce Face Treatening Act, its named Positive Politeness Strategy [12]. On a final note, students have the duty to use the most appropriate method so that their speech goals can be achieved properly.

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selection of the use of spoken strategies creates the possibility of social transactions succeeding well [4] [5] .

The importance of using strategies to speak in communicating on campus, is an important thing to study. This is because the number of messages that students want to convey to the lecturers concerning the interests of each student is different. Communication to lecturers that is commonly used by students at this time in addition to direct delivery face to face is by WhatsApp (WA) [6].

This study will examine how the strategies used by the students of the Education and Teaching Faculty of the State Islamic Institute Surakarta to confirm with the lecturers and what is the purpose of the message. The purpose of the study was to describe the type of student-speaking strategy in sending WA messages to lecturers and formulating the intentions of the student speaking strategy. This study is theoretically expected to be useful to increase knowledge about students speaking strategies to the lecturers in sending messages, and it is practically expected to have practical benefit in the form of students' choice of speech strategies to their lecturers. In the use of language in the social context . There are four narrative strategies or general behavioral patterns that can be applied to speakers in communication, namely Bald-on record strategy, positive politeness strategy, negative politeness strategy, and off-record politeness strategy [7]. Context of this study is the accompanying text of WA, and its use by the students in communication to the lecturers.

2. Methodology

This is descriptive research focusing on the description of the process and meanings of various characteristics of speech act strategies used by the students in Education and Teaching Faculty. They are six departments involved Islamic Religious Education Department, Arabic Language Education Department, English Language Education Department, Kindergarten Teacher Education Department, Elementary Teacher Education Department, and Indonesian Language Education Department. at Education and Teaching Faculty of State Islamic Institute of Surakarta. The main data is the students writing at the WA application. The technique of determining the data was determined by purposive sampling technique. The technique is also called criterion based selection, which is the determination of data sources with the aim of selecting informants who are considered to know information and problems in depth and can be trusted to be a solid and complete data source [8] [9] [10] .

Data analysis in this study was carried out using contextual analysis, namely by linking the collected data by basing and relating to the context. Thus the situation and context must be considered in determining the intent of the speaker. Data analysis taking into account the situation and context is included in the matching method. Student speech act strategies, analyzed by using Brown and Levinson model [7] classifying into several strategies by referring to the method of analysis of the ways of destination [11][1].   Triangulation techniques are carried out in two types, namely triangulation of data sources, namely students in each department and triangulation of data collection methods by tapping method with recording techniques and notes.

3. Result and Discussion

From the data analysis, it was found 346 speach act strategis used by the students. The strategy used by students was positive politeness to refer to positive politeness to show closeness, intimacy, and good relations between speakers and speakers [7]. This strategy is carried out by speakers in ten ways out of ten ways, namely: paying attention to interests, desires, needs, or everything that belongs to the students 30 times (8%); paying attention to the speaker earnestly 20 times (5%); seeking agreement 120 times (33%); avoid disagreement 40 times (11%); imply, accentuate, declare togetherness 30 times (8%); declare or imply knowledge and attention to the desire of the one-time speaker (3%); involving the speaker in an activity three times (11%); giving or asking for a reason 50 times (14%); implying or stating the reciprocity 12 times (3.3%); and giving cooperation to speakers 12 times

(3.3%). The strategies used by the students can be shown as follows. The strategy that is most widely used by students in WA to lecturers is to seek an agreement 120 times or by 33%, and the lowest use is to imply or express reciprocity 12 times (3.3%), and give something understanding, and cooperation with speakers 12 times (3.3%).

3.1. The Strategies used by the Student

Strategies pay attention to interests, desires, needs, or everything that belongs to the speaker is used by students at the time to remind the lecturer to correct the work file by noting that the student has disrupted the lecturer time, as in the student speech as follows:

"Assalamualaikum ini saya Nur Fauziah. Maaf pak, mengganggu waktu bapak. Mengingatkan mohon di koreksi nggih pak file 2007 Nur Fauziah saya. Terimakasih pak, sekali lagi, mohon maaf nggeh pak, mengganggu waktu bapak, nuwun" (WA1/03/2017/09.45).

In the above statement, it was found that the student had reminded the lecturer that there was a file that had to be corrected by the lecturer. With the above speech, students pay attention to the lecturers' time which has been confiscated because of WA students.

The strategy of paying attention to the speaker in earnest is used by students at the time they will take the revision. The speech was told a day before students took the revision on the day determined by the lecturer.

"Assalamu'alaikum... pak besuk njenengan di kampus mboten gih? Ini saya mau ambil revisian skripsi saya sampun bapak koreksi belum pak?" (WA5/03/2017/01.09).

The strategy above is used by students by paying attention to the presence of lecturers, namely lecturers on campus or not. Students don't want to disturb him.

The strategy to seek agreement (with code e) is used by student students at the time before the exam to request an agreement with the lecturer that there will be a 12 o'clock examination.

"Assalamualaikum wr.wr maaf bapak untuk ujian semprop hari ini jam 12 bisa?" (WA28/07/2017/11.00)

In the context of the speech acts above, the student has tried many times to contact his lecturer but there is no answer. So that in writing the message with forgiveness, the father indicated that the effort that was done did not get results that were in accordance with what was wanted to be achieved and made the students a little worried that the lecturer could not test at 12 o'clock.

The strategy to avoid disagreement is used when students send messages to the lecturer to ask for permission to register for a proposal seminar.

"Assalamualaikum pak Fauzy. Pak mau tanya misal saya daftar semprop hari ini pripun?? Tapi revisian yang kemarin saya kumpulkan ke njngn blm njngn koreksi maleh" (WA30/07/2017/14.00).

To avoid disagreement between lecturers and students regarding the registration of munaqosah, students send messages with a view to avoiding disagreements namely by not being allowed to register munaqosah because the revision correction that is still in the hands of the lecturer has not been revised.

It implies, accentuating, stating that togetherness is used by students to ask lecturers for advice on the implementation of the exam because there are lecturers who cannot test on the specified day.

"Assalamualaikum pak maaf mengganggu istirahat bapak, saya mau mengabarkan kalu pak abu choir minta di undur hari Selasa pak niku pripun ngeh? Ini bapaknya baru ngabari saya. Untuk waktu pelaksanaanya beliau bisa jam berapa saja gt pak. Mohon saranya geh pak. Kira-kira hari selasa jam pinten ngeh pak? Nwun" (WA28/07/2017/11.00).

The strategy indicates that there are lecturers who are unable to attend, the students ask for advice to imply, accentuate, declare togetherness that students want to be tested together in accordance with the regulations that run on campus.

The strategy of stating or implying knowledge and attention to the wishes of the speaker is said by students who get bad grades because they realize that they have not mastered the method of learning that was tested.

"Assalamualaikum, mr maaf mengganggu waktunya sebentar. Saya Indri kelas A semester V. Saya mau minta maaf karna saya belum bisa memahami sebagian materi dari mr. Saya tidak komplain atas nilai akhir yang

bapak berikan tapi saya mohon mr berikan kesempatan 1 kali lagi untuk memperbaiki nilai saya. Terimakasih. Wa'alaikumslam" (WA78/07/2017/. 01.00).

By paying attention to the speech above, students are told that they got a bad grades. He realized that he had not mastered the lessons learned by stating or implying knowledge and attention to the desire of the lecturer that the lecturer did not want to give bad grades because the work of students not complete.

The strategy of involving speakers in an activity was told by students at the time of the Mugaqosah exam, which was nearing the hours contained in the schedule. In this context there is one lecturer who has not been present so that the student sends WA to inform that the other examiners are ready in the exam room and the exam will begin soon.

"Assalamu'alaikum pak, niki pak Suluri sampun di ruangan" (WA87/07/2017/08.11.00).

The strategy used by students involving speakers in a munaqosah activity by sending WA. The stydents intends to involve the lecturer in the exam. So that with the presence of the lecturer, the test will run well.

Speech with the strategy of asking for reasons to be used by students to confirm the scoore achievement has not yet been released.

"Assalamualaikum, Mr. Jito ini Melinda kelas B. Mau konfirmasi nilai saya belum keluar Mr. Kemarin nungguin Mr tp Mr malah gak ada trus gimana Mr?" (WA26/07/2017/09.40).

The strategy is used by students with the intention to clarify the test score has not come out in the event and intends to directly meet with the lecturer asking for clarification why the scroore has not yet come out.

The strategy by implying or expressing reciprocity above, is used when students ask questions about how the criteria for obtaining an A grade actually do not need to be answered because students are considered to know how to obtain good grades.

"Enggeh bapak, mohon maaf sebesar-besarnya ngeeh pak. Terimakasih." (WA66/07/2017/09.00).

When students ask about the criteria for obtaining an A grade, this does not need to be answered because students are considered to know how to get good grades. At the end of the speech the student wrote this thank you in accordance with the context and situation in whom the student spoke because the lecturer still wanted to repeat again to confirm the assessment criteria. The students stated by sending a message stating the reciprocity with this thankful greeting to repay the kindness of the lecturer.

The strategy of giving cooperation to the speakers is used by students to request replacement and addition of lecture schedules to lecturers because the number of face-to-face meetings conducted in the classroom is still less.

"Pak, kami sepakat untuk mengganti jadwal kuliah Kamis pagi ya pak Jam 8.20." (WA166/07/2017/09.10).

In the lecture above students agree to provide cooperation if they can attend additional lectures at 8 am.

Conducting speech acts by using positive politeness refers to positive politeness to show closeness, intimacy, and good relations between speakers and speakers. From the results of the above analysis, the most widely used strategy by students in WA to the lecturers is to look for agreements and the least use of them which is to imply or express reciprocity and give understanding, and cooperation to the lecturers. This means that students do positive politeness by feeling the closeness to the lecturer, there is no distance and they can express their desire directly. This indicates that the lecturer does not use his power by creating a distance that allows students to be afraid and reluctant to send messages. The sign is that students are free to send messages to lecturers every time and every time students need information, confirmations and appointments.

3.2The Purpose of the Students Used Speech Act Strategies

The speech act strategy used by the student with the intents they are strategy by stating or implying knowledge and attention to the wishes of speakers is used by students to request improvement of

grades, to remind lecturers to test munaqosah, and to remind lecturers to test their thesis. Seeking agreement is used by students to remind lecturers to test proposals and to remind lecturers to test their thesis, used by students to remind lecturers about lecture time, follow-up exams, collecting assignments as one of the final exam assignments in the course, and taking corrections/revisions. This strategy is intended to seek agreement on the hours and days students can meet with lecturers and to seek agreement on the hours and days students can meet with lecturers. The strategy of avoiding disagreement is used by students to ask informations.

The strategy implies, highlighting, stating that togetherness is used by students to request permission to not enter the class. Strategies to state or imply knowledge and attention to the wishes of speakers are used by students to obtain improved grades. Involving speakers in an activity is used by students to guide seminar proposals, make appointments when they can do guidance and request permission to move classes. Giving or asking for reasons is used by students to send messages to lecturers because there are no answers when phoned, complaints that have been received are not in line with expectations, send short messages to ask for signatures, statements about the course values that have not come out, request information, and confirmation of my value has not yet been issued. Stating reciprocity is used by students to apologize and thank. The strategy of giving something (gifts, sympathy, understanding, and cooperation) to speakers is used by students to ask for changes and additions to lecture hours because the number of face-to-face meetings conducted in the classroom is still lacking by finding substitute days.

The purpose of using narrative strategies used by students in WA to lecturers can be shown in the table below.

Table 2. Students Intension

NO	Strategy	Students Intentions	Code	f	%
1	Paying attention to interests	Make a promise	aa	30	8
2	Paying attention to the teacher	Alert the lecturer to test the thesis	bb	20	5
3	Seeking agreement	Remind lecturers during lectures, collect assignments, request follow-up exams, take revisions	cc	120	33
4	Avoid disagreement	Ask something	dd	40	11
5	Imply togetherness	Request permission not to enter the class	ee	30	8
6	Imply knowledge and attention to the students	Improved scoore	ff	10	3
7	Involving the students in an activity	Conduct guidance on seminar proposals to make an appointment when to do guidance, move classes	gg	40	11
8	Giving or asking for a reason	Send a message to the lecturer because there is no answer when phoned, the complaint that has been received is not in line with the expectation, asks for an autograph, asks for the value of the course that has not come out, asks for information, confirms my value has not been issued	hh	50	14
9	Implying the reciprocity	Sorry, thank you	ii	12	3,3
10	Giving cooperation to the lecturer	Replacement and addition of lecture hours	jj	12	3,3
	Total			364	100%

Discussion that seeking agreement to remind lecturers for the class of their lectures, collecting or submitting assignments, request follow-up exams, take revisions are the highest frequency used by the students, its mean that lecturer les teaching the lecturer does not pay attention to the teaching schedule. Many WA students who enter to the lecturer signifying that lecturers are not disciplined in starting the lesson and also follow-up the students exams, lack of clarity about the task collection schedule. Likewise to confirm when the student thesis revision must be corrected.

4. Conclusion

The strategies most used by students in WA to lecturers are seeking agreement, and the least usage that was implies or states the reciprocity, giving something of meaning, and cooperation to the students. While the intentions of students send WA to lecturers are to make an appointment; to remind the lecturer to test, lecturing time; to ask for a follow-up exam, permission not to go to class, scoore repair, the scoore of the out-of-date course; to confirm the scoore has not been released, guidance, forgiveness, replacement and additional hours of lectures; to take a revision; and to thanks.

One of the most interesting findings that this strategy is used to show familiarity to opponents who are not close speakers. This strategy seeks to minimize the distance between speakers and speech opponents by expressing attention and friendship. Thus speakers reduce Face Treatening Act, its named Positive Politeness Strategy [12]. On a final note, students have the duty to use the most appropriate method so that their speech goals can be achieved properly.

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