CHAPTER IV

CONCLUSION AND SUGGESTION

4.1 Conclusion

The concept of greeting cannot be separated from politeness because the use of greeting reflects the social relationship between people. This social relationship is determined by the social status or power and social distance between the speaker and hearer. How the use of greetings in students' emails to lecturers and how they relate to politeness is the interest of this study.

Based on the analysis of 60 greetings in students' emails to lecturers, this study found that there are three different variations of components of greetings. The components are formulaic phrases, address terms, and phatic communion. The first variation of the component contains only formulaic phrase (1.7%) the second variation contains formulaic phrases + address terms (87%), and the last variation contains formulaic phrases + address terms + phatic communion (11.7%).

Every component that makes up a greeting is varied in form and they indicate politeness strategy. Formulaic phrase has two variations under the category of Islamic greetings and English greetings. The Islamic greetings dominate the use of formulaic phrases in 80% of greetings which shows that there is a significant intervention of a religious belief in students' greeting. In general, formulaic greeting is an act of positive politeness because it is mainly used to open and establish communication that maintains the social distance between students and lecturers.

Address terms are varied into seven variations including *Bu/bu, Bu/ buk* + name, Ma'am/mam, Ma'am + name, Sir, *Pak* + name, Mr. + name whereas the title "Sir" is dominantly used in 45% of greetings. However, many students also used *Bu/buk, Pak* + name in their greeting which indicates that there is an influence of students' first language in the use of greetings. Polite address terms are used as negative politeness to give deference to the lecturer who has higher social power in an academic setting. The social distance between the students and lecturers is distant due to the lecturers' official occupation that grants them authority over students.

Phatic communion is the least used greeting component because there are only found in nine greetings (15%). It varied into both positive and negative politeness based on the kind of utterances the student used. Five students used positive politeness such as good wishes utterances because showing concern for the lecturer's wellbeing might satisfy their positive face. It can be seen as an attempt to soften the interaction by shortening the social distance between the student and the lecturer. Additionally, four students use negative politeness by apologizing because they have no power to impose the lecturer's time because they are inferior to the lecturer in the academic setting.

It concludes that power and social distance affect the politeness in students' greetings in their emails. The students acknowledge and are aware of the unequal power and a distant gap of social distance between them and the lecturer. Therefore, the politeness is shown by how the students choose the appropriate choice of each component of their greeting through the politeness strategy.

4.2 Suggestion and Limitation

The focus of this research is on the forms of greetings in the emails sent by students to their lecturers and their relation to politeness. Each variation of greeting components is being reviewed. The power dynamic and the social distance between the student and lecturer becomes the major point of this research. However, this study has some limitations:

1) The aspect of the gender of the students and the lecturers is not considered in determining politeness. There might be new insight into the use of greetings and politeness based on the linguistic features of different genders of the sender and addressee of the emails.

2) The number of participants is limited and only taken from one cohort. It is suggested to add more participants from different cohorts to compare the knowledge and skill of their English in using greetings.

3) The interpretation of politeness is one-way solely based on the students' emails. Taking the lecturers' perspective into account by analyzing the replies to students' emails or interviewing them directly might produce more accurate results.

The aspects that have been mentioned can be used as a reference for future research on similar topics.