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Strategies For Using Language Politeness on Virtual Learning at BPSDMD Central Java Province

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ABSTRACT

This research on politeness and language or linguistic politeness in the virtual teaching-learning process at BPSDMD Central Java Province aims to provide an overview of the application of distant language and close language in virtual verbal interactions between Widyaiswara BPSDMD Central Java as speakers and students as hearers or participants in virtual classes using the Zoom platform. The data corpus was taken using transcription techniques, and qualitative data in the form of utterances (words or sentences) in virtual verbal interactions obtained were then analyzed using coding techniques through the QDA (qualitative data analysis) Nvivo software. The results of the analysis were then categorized into Table displays, Word Clouds, and Word Trees that were adjusted to the phenomenon of distant language and close language in virtual verbal interactions. The research findings show that the



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use of distant language and close language strategies are both applied in virtual verbal interactions based on particular contexts in order to maintain harmony between Widyaiswara and students in virtual training or teaching-learning process at BPSDMD Central Java Province.

Keywords: *Digital learning source, quality-data analysis, N-Vivo, (in)politeness, online teaching-learning*

INTRODUCTION

The Indonesian language has served as one of the unifying tools of the nation, as historically affirmed during the Youth Pledge on October 28, 1928. However, in the current era of digital advancements in Industry 4.0 and Society 5.0, the use of the Indonesian language in communication has undergone various changes and shifts. As a communication tool, language plays a critical role in sharing ideas, information, and messages between speakers within specific times and contexts, both verbally and in writing. Verbal interaction, according to Leech (1993) and Jumanto et al. (2017b), is probabilistic and highly dependent on the context and situation.

Today, the Indonesian language is not only used officially within Indonesia but has also gained significant interest internationally. Several countries, such as South Korea and Thailand, have included the Indonesian language in their education curricula. Within Indonesia, the use of the Indonesian language is a fundamental necessity, especially in education, where it is utilized during teaching and learning processes by both educators and learners. Moreover, the language plays an essential role in training and competency development programs organized by government institutions.



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During training sessions, learning processes often involve facilitators or instructors (or *Widyaiswara*) with diverse expertise and backgrounds. This raises intriguing considerations regarding language usage as a communication tool. The way language is used significantly impacts the quality of effective communication, which ultimately determines the success of the learning objectives. One of the key factors influencing the quality of effective communication is the aspect of formality and politeness in language.

According to Sifianou (2013), politeness and formality are equivalent in meaning. Based on Brown and Levinson's (1987) politeness theory, politeness involves:

- (1) Expressing social distance and role relationships in communication.
- (2) Managing "face," which refers to efforts to demonstrate, maintain, and preserve face in conversations.

Brown and Levinson categorize politeness strategies into two types:

- (1) **Positive Politeness Strategies**, which emphasize closeness, intimacy, and good relationships between the speaker and the listener.
- (2) **Negative Politeness Strategies**, which highlight the existence of social distance between the speaker and the listener.

These strategies are rooted in the concepts of positive and negative face introduced by Goffman (1957). Positive politeness aims to create familiarity, whereas negative politeness seeks to maintain formality and caution.



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In the context of teaching and training, politeness strategies are employed to minimize the negative impact of speech on the listener. This ensures that communication proceeds smoothly and harmoniously. Verbal expressions used by speakers are referred to as utterances in pragmatics (Jumanto, 2014). Utterances can be formal or informal, as described as follows:

- (1) **Formal Utterances** are used in formal situations such as debates, ceremonies, or other official activities. Speakers tend to be cautious about pronunciation, word choice, and sentence structure.
- (2) **Informal Utterances** are used in everyday informal situations where speakers are more relaxed about pronunciation, word choice, and sentence structure.

Research has shown that the characteristics of politeness in language align with the concepts of negative and positive face (Goffman, 1959), politeness strategies (Brown and Levinson, 1987), and the concepts of respect and solidarity politeness (Renkema, 1993). Jumanto (2014b) further elaborates on politeness in language by distinguishing **distant language** and **close language**. Distant language is characterized by formal, indirect, non-literal utterances with safe and general topics in formal settings. Conversely, close language features informal, direct, and literal utterances with free and varied topics in informal contexts.

In the context of training sessions conducted by government institutions, these politeness strategies and types of utterances become critical and intriguing subjects for study, as harmony between instructors and the trainees or participants should be



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maintained. Such research provides sociocultural insights that benefit all parties, including instructors at BPSDMD (Human Resources Development Agency) of Central Java Province, in fostering effective and harmonious communication during learning processes.

Research Objectives

The objective of this study is to examine the implementation of politeness strategies and speech patterns used in virtual learning sessions at the Central Java Provincial BPSDMD. The study aims to identify and analyze patterns of politeness strategies and speech styles employed during these sessions.

Scope of the Research

This research focuses on observing the application of politeness strategies and speech patterns utilized by instructors (Widyaiswara) as facilitators (speakers) and training participants (listeners) during virtual learning sessions. The data corpus for this study is collected from recorded Zoom-based learning interactions.

Theoretical Framework

Strategy

The term "strategy" originates from the Greek word "strategos," meaning the art of organizing and planning steps to achieve objectives. According to Littlejohn and Foss (2009), communication strategies are plans used to achieve interaction goals in the most effective way. Each communication interaction requires a tailored strategy, depending on the specific goal—whether to influence, inform, or build relationships.



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In the context of communication, strategies refer to planned steps aimed at achieving effective communication. Communication strategies, particularly in verbal interaction, involve selecting appropriate language, communication styles, and channels based on the audience and situational context.

Language Usage

Language usage refers to the application of language as a tool for communication or verbal interaction. It encompasses aspects such as word choice, sentence structure, grammar, and the social norms prevailing in a community. Effective language use involves the ability to select appropriate words and communication styles that align with sociocultural contexts.

According to Halliday (1975), language serves three primary functions:

- (1) **Ideational Function**, i.e. to express thoughts and ideas.
- (2) **Interpersonal Function**, i.e. to build relationships between individuals.
- (3) **Textual Function**, i.e. to structure speech or text coherently.

These functions are crucial for understanding how individuals use language to communicate across different contexts.

Politeness

Politeness in language refers to the use of language that respects social norms, cultural values, and etiquette in interpersonal interactions. Linguistic politeness is demonstrated through use of non-offensive words, maintaining interpersonal harmony, and expressing respect toward others.



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Politeness ensures that communication fosters positive relationships and avoids misunderstandings or offense. By adhering to the principles of politeness, speakers can effectively navigate the complexities of social and cultural interactions.

Linguistic Politeness

The theory of linguistic politeness was developed by Brown and Levinson (1987), who proposed that politeness in language serves as a means to protect the "face" or dignity of others in social interactions. They identified two primary strategies:

- (1) **Negative Politeness Strategies:** These address the speaker's desire to avoid being demeaned or disrespected.
- (2) **Positive Politeness Strategies:** These reflect the speaker's desire to be praised, appreciated, or elevated.

These strategies align with Goffman's (1959) concepts of negative and positive face, Brown and Levinson's (1987) politeness strategies, Renkema's (1993) respect and solidarity politeness, and Jumanto's (2006) politeness and camaraderie. This theoretical consistency was further developed by Jumanto (2014a; 2014b) in his research and conceptualization of **Polite Language** and **Familiar Language**.

Polite Language

In Jumanto's (2014a; 2014b) theory of polite language, three key indicators are proposed:

- (1) **Formal Utterances**



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Formal utterances refer to the use of language appropriate for specific contexts deemed formal or official. Such language is often employed in settings that demand high levels of politeness, such as professional environments, interactions with elders, or ceremonial events. Characteristics of formal utterances include:

- Lengthy and well-structured sentences.
- Use of refined and orderly language.
- Safe and general topics.

(2) Indirect Utterances

Indirect speech involves avoiding direct commands or statements. This approach minimizes pressure or discomfort for the listener, thereby enhancing politeness.

(3) Non-Literal Utterances

Non-literal utterances involve language not intended to be interpreted literally. These may include metaphors, innuendos, or figurative expressions to convey messages subtly or avoid harshness.

Polite language is typically used in formal situations or when addressing unfamiliar individuals, emphasizing social decorum (Jumanto, 2014b).

Familiar Language

Familiar language is a style of communication that signifies closeness or intimacy between the speaker and listener. This type of language is used in informal settings, where the relationship between the parties is well-established, fostering a



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more relaxed atmosphere. Compared to formal or polite language, familiar language is simpler, more personal, and less rigid.

Familiar language exhibits the following characteristics:

(1) Informal Utterances

Informal utterances are marked by relaxed language usage, often free from strict adherence to formal rules or norms. This type of language is common among close friends, family, or in situations that do not require high levels of politeness. Characteristics of informal utterances include short and unstructured sentences, frequent interruptions, flexibility, and changes in structure, and a wide range of free and open topics.

(2) Direct

(3) Direct Utterances

Direct speech conveys messages explicitly and straightforwardly, without subtlety or indirect hints. It is commonly used in familiar interactions where clarity and effectiveness are prioritized over politeness.

(4) Literal Utterances

Literal utterances involve language intended to be interpreted directly, without figurative or hidden meanings. This approach ensures clarity and simplicity in communication.

Familiar language is used in interactions with well-acquainted individuals and in informal situations, prioritizing ease and comfort in communication (Jumanto, 2014b).



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RESEARCH METHOD

The research employed an **empirical method** with a **qualitative approach**. According to Hadikusuma (1995), empirical research is exploratory, descriptive, and explanatory. Qualitative research, as defined by Bogdan and Taylor, generates descriptive data in the form of written or spoken words from people and observable behaviors (Prastowo, 2011). Qualitative research data or corpus are often analyzed using **coding analysis techniques**. The data is interpreted to extract insights and meanings, which are then presented in a structured format. Coding techniques in qualitative research typically involve three stages (Strauss & Corbin, 1990; Holloway, 1997; Bohm, 2004; Saldana, 2012). The steps are as follows:

- (1) **Open Coding**, i.e. data is segmented and assigned concepts.
- (2) **Axial Coding**, i.e. key or primary categories are identified.
- (3) **Selective Coding**, i.e. the main phenomenon is determined as the final research result.

These manual processes can be enhanced through digital automation using qualitative data analysis software, such as **NVivo**. This QDA Nvivo software may not enhance the reliability and validity of the data analysis; however, the software can be used to yield the mapping of utterances and then the researchers can interpret the mappings towards politeness indications.

The data in this study consists of **utterances** in the form of words, phrases, and sentences indicative of politeness strategies spoken by **Widyaiswara/Facilitators** and **Training Participants** during virtual training sessions conducted at the Central



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Java Provincial BPSDMD. This study used an **observational method**, in which the researcher observed utterances in virtual learning sessions using recorded Zoom meetings. The steps involved in data collection were (1) Listening to recorded utterances, (2) Transcribing verbal utterances into written form, (3) Classifying the data. The main instrument in this study was the **research team**, supported by auxiliary tools, including Zoom recordings, observation transcripts, and coding forms.

The transcribed data were then grouped (1) **Positive Politeness Strategies**, (2) **Negative Politeness Strategies**, (3) **Formal Utterances**, and (4) **Informal Utterances**. The categorized data were then analyzed to identify patterns in politeness strategies and speech usage in virtual learning sessions. The classifications included (1) **Greeting Phrases, for example**, "Bapak-Ibu," "Anda," "Mas-Mbak," "Kalian," et cetera; (2) **Polite Language** and **Familiar Language** categories based on context; (3) **Word Choice, i.e.** whether the words used were **standard (polite language)** or **non-standard (familiar language)**; (4) **Instructional, Suggestive, and Closing Sentences, i.e.** evaluating whether the sentences tended toward **direct (familiar language)** or **indirect (polite language)** expressions.

The categorized transcripts were further analyzed to identify patterns of politeness strategies and speech usage in the virtual learning context at BPSDMD Central Java Province. This analysis aimed to reveal tendencies in the use of formal and informal speech as well as positive and negative politeness strategies during instructional interactions.



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DISCUSSION

In virtual learning sessions, instructors use the Indonesian language to communicate with participants. Linguistic politeness plays a critical role in determining the effectiveness of communication, which is essential for achieving the learning objectives. This study analyzed linguistic politeness in virtual learning sessions using transcripts from 18 recordings of managerial, technical, and functional training sessions conducted during the first semester of 2024. The transcripts were processed, analyzed, and classified into two categories of speech: **Polite Language** and **Familiar Language**, each coded with specific indicators. **Polite Language** was coded with the following three indicators: **Formal, Indirect, Non-Literal**. **Meanwhile, Familiar Language** was coded with the following three indicators: **Informal, Direct, Literal**. The distribution of files and statements according to the coding is presented in **Table 1**.

Table 1: Distribution of Files and Statements by Coding

No	Language Type	Code	Files	Statements
1	Polite Language	Formal	6	7
		Indirect	3	3
		Non-Literal	6	6
2	Familiar Language	Informal	10	12



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No	Language Type	Code	Files	Statements
		Direct	8	12
		Literal	2	2

The data was further analyzed using **N-Vivo 14** to identify patterns and tendencies in the use of politeness strategies and types of speech in virtual learning sessions. The results highlight distinct trends in the usage of Polite and Familiar Language based on the context of interaction between instructors and participants. Key findings include two aspects as follows:

- (1) **Distant or Polite Language (Formal, Indirect, and Non-Literal):** Predominantly used in structured and official contexts, such as introductions, task instructions, and closing remarks; and ensures that communication aligns with the principles of respect and social norms, fostering a formal and professional learning environment.
- (2) **Close or Familiar Language (Informal, Direct, and Literal):** Frequently employed in interactive segments, such as discussions, Q&A sessions, and motivational messages; and promotes a relaxed and approachable atmosphere, enhancing participant engagement and reducing social barriers.

The analysis underscores the balance between maintaining formal communication to respect hierarchical norms and incorporating familiar tones to build rapport with



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participants. These strategies are essential for achieving effective communication and learning outcomes in virtual training sessions.

Distant or Polite Language (Tuturan/Bahasa Santun)

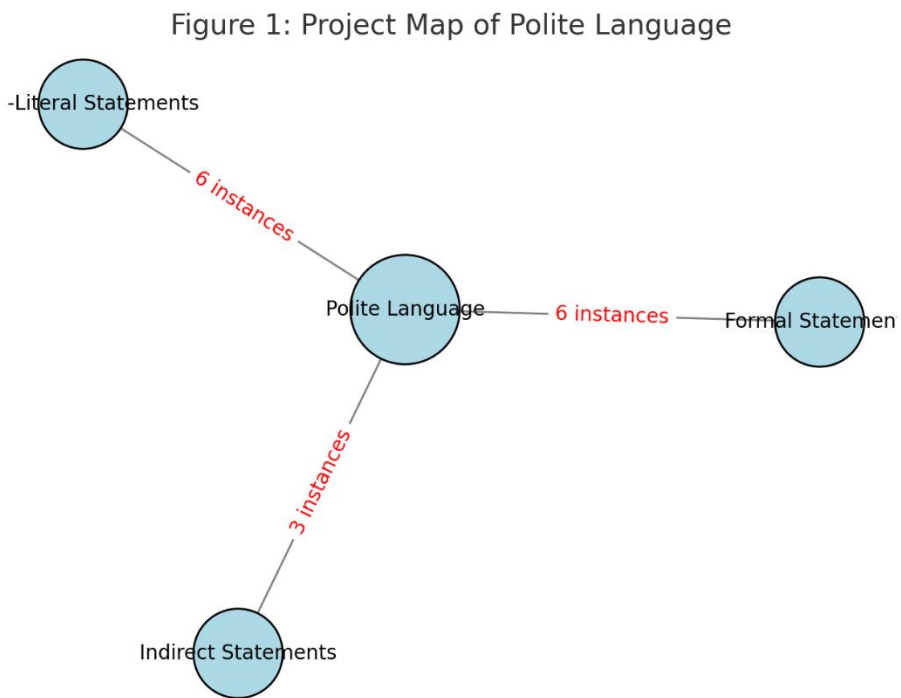
Based on the three indicators of **Polite Language**—**formal, indirect, and non-literal**—the study identified 11 corpus data instances from virtual learning sessions conducted by the Central Java Provincial BPSDMD in 2024. These data represent characteristics of polite language, as illustrated in **Figure 1: Project Map of Polite Language**. The recordings include leadership/managerial training, technical training, and functional training sessions.



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Figure 1: Project Map of Distant or Polite Language

(Visual representation of the corpus distribution highlighting formal, indirect, and non-literal statements.)



From this analysis, **6 corpus data** were identified as formal utterances, **3 corpus data** contained indirect expressions, and **6 corpus data** featured non-literal language.



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Word Usage Analysis on Distant or Polite Language

Through further analysis of the statements frequently made by the speakers (trainers or Widyaaiswara), the study identified 10 commonly used words in polite language. This is summarized in **Table 2: Word Frequency in Polite Language** and visually reinforced in **Figure 2: Word Cloud of Polite Language Usage**.

Table 2: Word Frequency in Distant or Polite Language

No.	Word	Number of Statements	Frequency
1	Dengan	6	13
2	Untuk	5	12
3	Adalah	6	8
4	Karena	6	7
5	Bahwa	5	6
6	Dalam	5	6
7	Harus	5	6
8	Orang	5	6
9	Sudah	5	6
10	Teman	5	6

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Figure 2: Word Cloud of Polite Language Usage



Figure 2: Word Cloud of Polite Language Usage

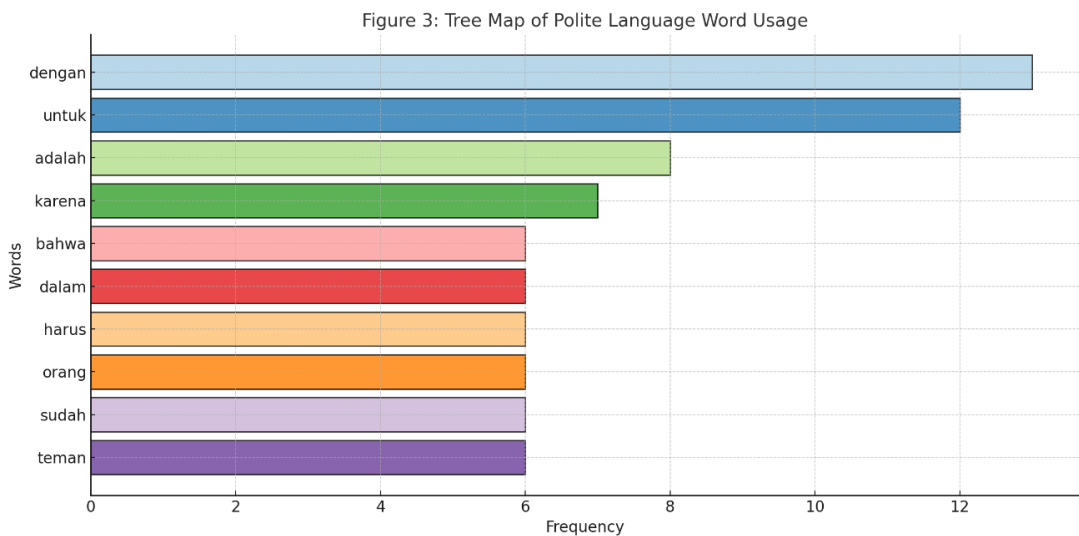




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The relationship between these words is emphasized by Figure 2. Word Cloud of Word Use in Polite Language and Figure 3. Tree Map of Word Use in Polite Language showing the area of the field which is sequentially occupied by the 3 largest words, namely the words "with", "for", and "is".



Based on the use of the most words, the next step is to extract sentences used by the instructors to get the meaning of polite speech. The word "dengan" indicates a tool, an equivalence relationship, and a comparison as the rules apply in Indonesian. The use of the word "untuk" in the instructor's speech indicates a preposition that gives a meaning depending on another meaning and



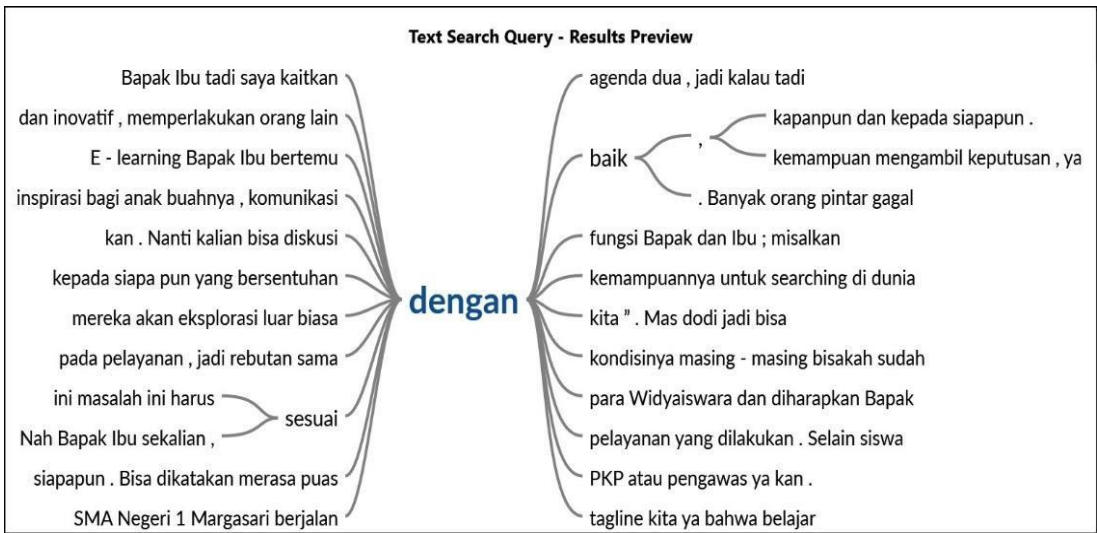
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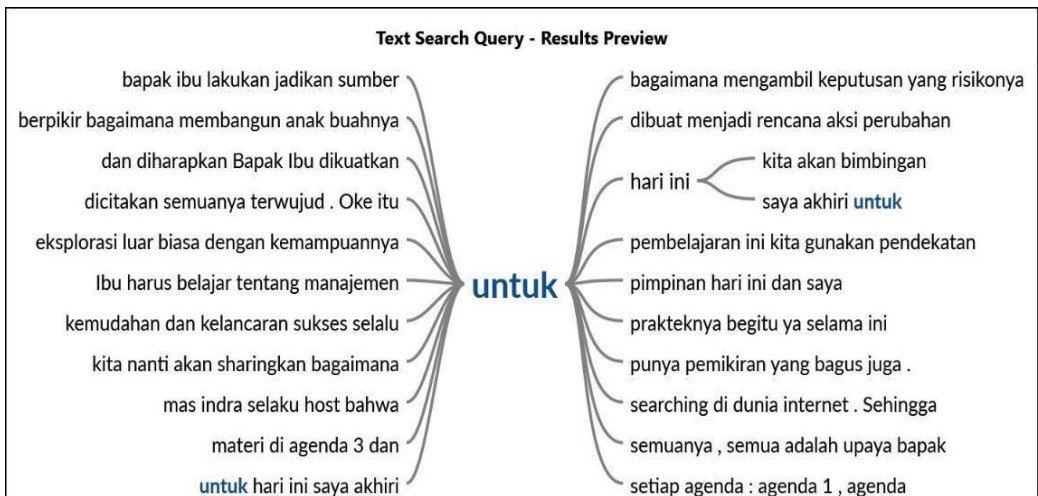
through use of the word "adalah" explains the polite speech by the instructor as in the following pictures 4, 5 and 6,

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Picture 4. *Word Tree "Dengan"*





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Picture 5. *Word Tree* “ Untuk “



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Picture 6. *Word Tree "Adalah"*

The results of the analysis of the series of sentences above are indicators of the use of polite language carried out by teachers/resource persons for virtual training at the BPSDMD of Central Java Province, and are reinforced by transcripts of the speech of several informants below:

[<Files\\01. WI D1>](#) - § 1 reference coded [21,01% Coverage] Reference 1 - 21,01% Coverage

Ladies and Gentlemen, in accordance with our tagline that learning must be happy. So we are also group 1 Must Be Happy. Previously I would like to greet the group leader Mr. Agung Hermawan how are you? then there is Mr. Jati Purnomo How are you Mr. Jati are you healthy Mr. Jati? There is Mr. Sri Munadi how are you Mr. Sri Munadi? The transcript above shows a formal greeting, namely Sir and Madam, and does not directly direct the message that must be implemented about happy learning by using the term "tagline".

Formal language is often used in situations that require high politeness, such as in a work environment, when speaking to older people, or in formal events. The



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greeting Mr. or Mrs. also shows polite and formal speech in greeting the person you are talking to. The following are some transcripts of statements that are statements of formality, namely the use of language that is appropriate to a particular situation or context that is considered more official or formal.

[<Files\\03.WID3>](#) - § 1 reference coded [6,47% Coverage] Reference 1 - 6,47% Coverage

In addition to developing your own competence, you must also develop the competence of others to support and help as an effective team in your action plan. Then, you will prepare a schedule for this activity. The output will be in its stages. You will carry out the identification of the scope of work and authority/duties; so this problem must be in accordance with your and your mother's functions; for example, if it is outside your duties, you will not be able to solve it, because that is someone else's job.

[<Files\\09.WI B14>](#) - § 1 reference coded [4,74% Coverage] Reference 1 - 4,74% Coverage

Therefore, ladies and gentlemen, because all of that is from your duties and has been mentioned by several participants, ladies and gentlemen, maybe some of you have been in office for years, some have only been in office for a few months, some may not have been in office for a month, I don't know, but understand that your duties are what you will use as a source to create an action plan for changing organizational performance.

[<Files\\10.WI T1>](#) - § 2 references coded [44,92% Coverage] Reference 1 - 27,93% Coverage

Walaikumsalam warahmatullahi wabarakatuh morning and peace be upon us.



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Well as conveyed by Mr. Indra as the host that for today we will have the second guidance, yes ladies and gentlemen. During our togetherness for 2 JP, I hope all can present ladies and gentlemen.

Reference 2 - 16,99% Coverage

for today I end for today's leadership and I apologize if there are any words and behavior that are not pleasing. Wassalamualaikum warahmatullahi wabarakatuh.

<Files\\15.WIT6> - § 1 reference coded [6,00% Coverage]

Reference 1 - 6,00% Coverage

"Please adjust it later, Mr. Rafif, during the seminar. One of the assessments is how to communicate. When we present, the presentation display is part of the communication. Visual is 55% and verbal is 25%, the rest is from intonation."

<Files\\17.WIT8> - § 1 reference coded [15,05% Coverage]

Reference 1 - 15,05% Coverage

Because this is excellent service, for example, the service at SMA Negeri 1 Margasari runs well, anytime and to anyone. It can be said to be satisfied with the service provided. In addition to students, of course, excellent service is to anyone who comes into contact with us

Polite speech is also characterized by the delivery of indirect statements to the interlocutor or audience, in this case the training participants. The following is a transcript of the informant related to indirect statements.

<Files\\02.WID2> - § 1 reference coded [7,71% Coverage]

Reference 1 - 7,71% Coverage

We want to see how deep and how far you have explored each agenda. When entering the E-learning stage, you will meet with the Widaiswara and it is hoped that you will be strengthened for each agenda: agenda 1, agenda 2, agenda 3 and its estuary in agenda 4.



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Indirect statements are conveyed to ask participants to convey what has been learned. Strengthened by the following other statements
Indirect statements are given to ask participants to convey what they have learned.
Reinforced by the following other statements.

<Files\\08.WI E4> - § 1 reference coded [2,28% Coverage]
Reference 1 - 2,28% Coverage

"Well, later please ensure that the duties and innovations must shift to performance leadership so that it is no longer in service, so it is fought over with PKP or supervisors, right? Later you can discuss with your respective conditions, can you understand, are we sure that this is a change in part from the selection of performance to the next stage".

Indirect statement to ask training participants to understand the main tasks and functions according to their positions. Here are some other indirect statements that teachers convey when closing virtual learning.

<Files\\10.WI T1> - § 1 reference coded [19,53% Coverage] Reference 1 - 19,53% Coverage

Finally, I wish you a good seminar. Hopefully, it will be easy and smooth, and always successful for everyone, all are the efforts of the ladies and gentlemen, and hopefully what is aspired to will all come true.

The transcript of the informant that leads to a non-literal sentence is as follows.

<Files\\06.WI E12> - § 1 reference coded [15,24% Coverage] Reference 1 - 15,24% Coverage



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The faces here are so cheerful this morning, it seems like everything has been mastered, so yes, we will share later how to practice it, so yes, so far, you have done it in your respective organizations, if there is, we enrich each other's material on agenda 3 and for this learning we use the andragogy approach, so one of the principles of this learning is active participation from participants, of course I am not the main resource person here, not as a source of learning, but all of you are sources of learning that enrich the material on agenda 3, so

In the transcript, the statement of assessment of the pleasant atmosphere faced by the training participants uses the term "pleasant". Another metaphor is also found in the transcript which contains the word metaphor, namely "like" as follows.

<Files\\09. WI B14> - § 1 reference coded [6,18% Coverage] Reference 1 - 6,18% Coverage

Ladies and Gentlemen, I have related it to agenda two, so if I had likened agenda two to a human body, agenda two is in the head, so all the mature planning comes from our brains from agenda two. Ladies and Gentlemen, the connection between all the agendas is that the estuary is in the Action for Change. In general, agenda two is one of the raw materials for making a design for action for changing organizational performance or RAPKO in addition to three other agendas, agenda two will lay the foundation in the form of the most planning.

<Files\\09. WI B14> - § 1 reference coded [6,18% Coverage]
Reference 1 - 6,18% Coverage

Ladies and Gentlemen, I have related it to agenda two, so if I had likened agenda two to a human body, agenda two is in the head, so all the mature planning comes from our brains from agenda two. Ladies and Gentlemen, the connection between all the agendas is that the estuary is in the Action for Change. In general, agenda two is one of the raw materials for making a design for organizational performance change



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actions or RAPKO in addition to three other agendas, agenda two will lay the foundation in the form of the most planning. In another transcript, the word "Inspiration" is found which forms a non-literal sentence that describes the source of ideas and enthusiasm.

<Files\\07. WI E3> - § 1 reference coded [13,50% Coverage] Reference 1 - 13,50% Coverage

Ladies and gentlemen are an inspiration to their subordinates, good communication, decision-making skills, yes, ladies and gentlemen must learn about management to make decisions that have little or no risk, be creative and innovative, treat others well. Many smart people fail because they don't have many friends, usually smart people ignore others. Research by several psychologists states that learning is determined by the level of mindset, so if training is not only because of work factors and how we have enthusiasm, but also mindset so that we think about how to build our subordinates to have good thoughts too. Delivering an analogy which is a description of non-literal speech on the nature of Gen Z who is always curious is depicted by the cartoon character Dora who is always looking for new findings in the following transcript.

<Files\\13. WIT4> - § 1 reference coded [24,84% Coverage] Reference 1 - 24,84% Coverage

Friends will be able to make it much more perfect than this. Because this is only a guide, so you can actually be creative in compiling it, the important thing is not to let go of the substance. It should be noted that Millennial generation friends, especially Gen Z, are actually good learners. They are like Dora, yes Dora the explorer. So given a little stimulus, they will explore extraordinarily with their ability to search the internet. So the results are sometimes.

A. Close or Familiar Language

Based on 3 (three) indicators of Familiar Language, namely informal, direct, and literal, the results obtained are as explained below:

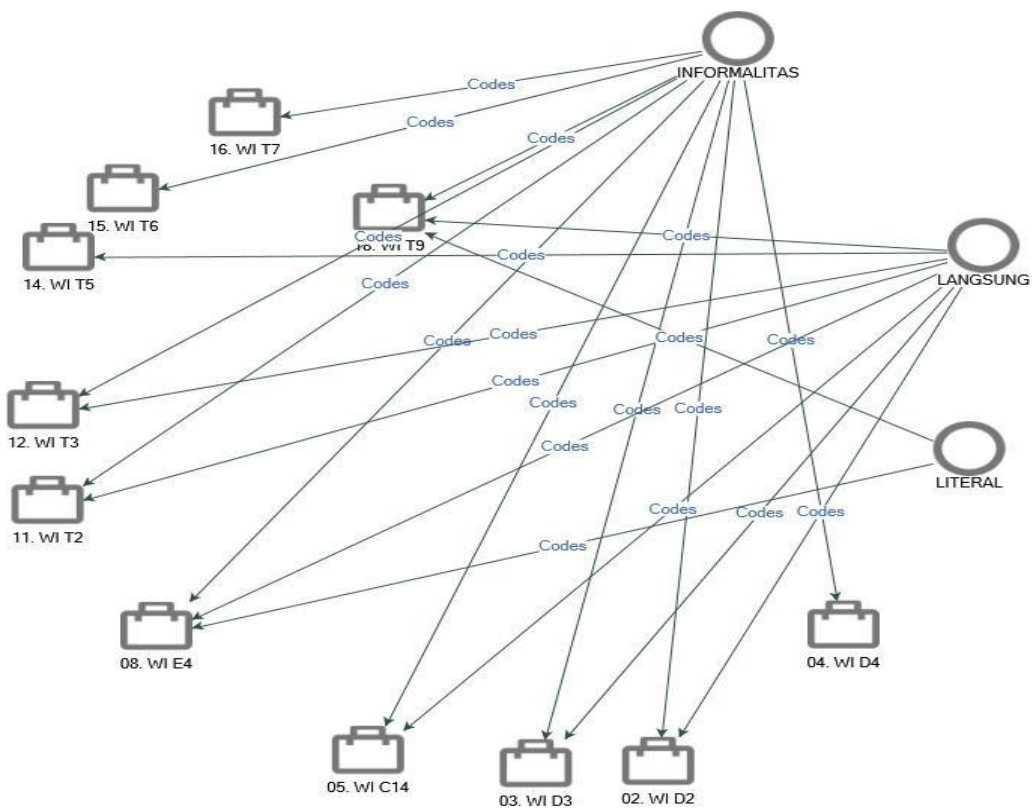


Figure 7. Friendly Language Project Map

There are 11 (eleven) data corpus from informants that point to the characteristics of Familiar Language as shown in Figure 7. The Familiar Language



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Project Map contains 10 recorded information containing informal statements, 8 direct statements and 2 literal statements.

Based on data analysis on Nvivo 14, the use with the highest frequency in familiar speech is as follows:



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Table 3. Frequency of Word Use in Familiar Language

Number	Word	Jumlah Kata	Frequency
1	Already	5	22
2	Not	5	21
3	Friend	5	17
4	Not yet	5	15
5	Later	5	14
6	With	6	13
7	Then	8	12
8	For	5	12
9	In	5	11
10	If	5	11

The relationship of these words is emphasized by Figure 2. Word Cloud of Word Use in Familiar Language and Figure 8. Tree Map of Word Use in Familiar Language showing a wide area of areas sequentially occupied by the 3 largest words, namely "already", "not", and "friend".

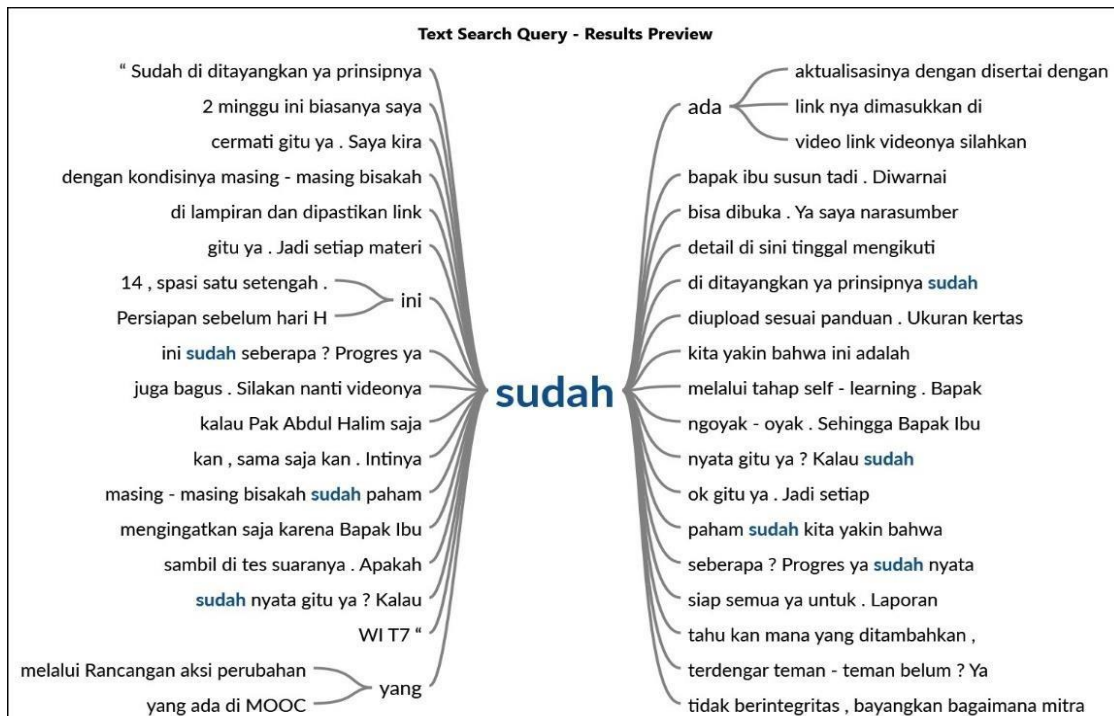


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sudah	nanti	dalam	harus	berapa	dibuka	kurang	orang	paham	sampai	silakan		
					tentang	kesada	menjad	minggu	organis	pembel	pengua	present
		kalau	semua									
tidak	dengan			terima	iririn	global	kalian	kasih	kedua	kelom	kerja	kerja
			terdengar									
		karena		bertemu	selama	kinerja	mohon	paling	panjen	sebelur	secara	
	kemudian					adalah						
teman			perubahan	biasanya								
		suaranya			bahwa	melalui	setenga	atasny	baran	bayan	belaja	bentul
			laporan		bimbanga				ataup	berba	berpik	bertah
	untuk			kenal	biasa	membu	setiap		bagus	berint	butuh	dilamp
belum					boleh	mengik	share					dipast
		hanya	seminar	kertas	bukan	misalny	terkait		bangs	berka	diagn	diperl
									baran	berne	dilaku	ditutu
												harap

Picture 9. Tree Map Use of Familiar Words

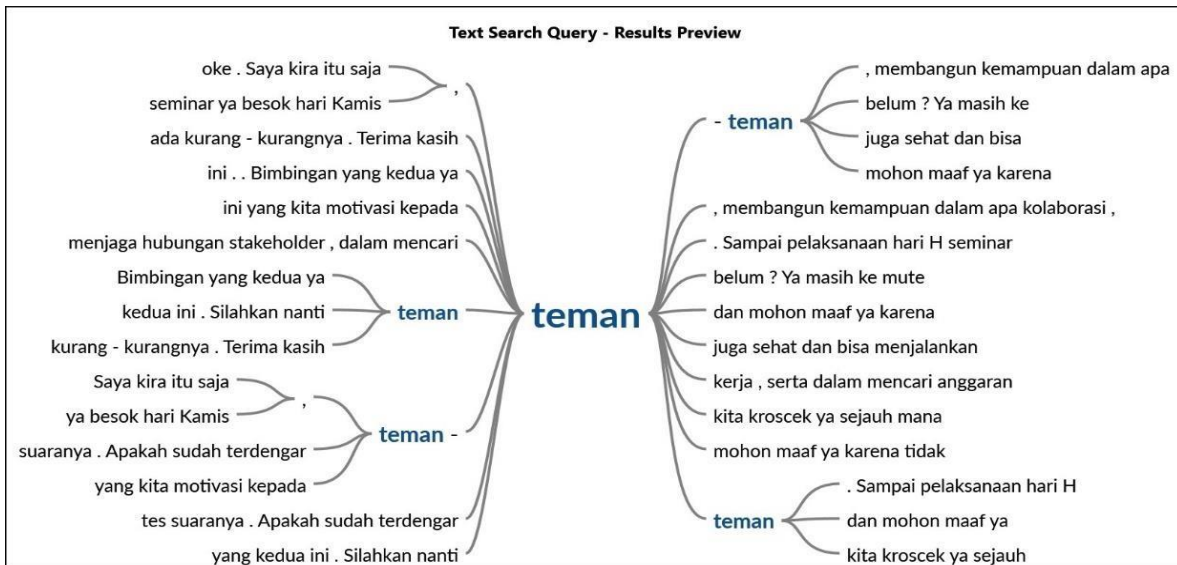
Furthermore, using the discovery of words that often appear in familiar language, the meaning of sentences used in the speech of teachers/widyaiswara is deepened as in Figure 10. Word Tree "Already", Figure 11. Word Tree "Not", and Figure 12. Word Tree "Friends" as follows.



Picture 10. *Word Tree* “Sudah”



Picture 11. Word Tree “Tidak”



Picture 12. Word Tree “Teman”



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The words "friend" in sentences that are structured are to show familiar language (informal, direct, literal). The results above are reinforced by the statements of the resource person/teacher/widyaiswara based on the following transcript:

<Files\\02.WID2> - § 1 reference coded [13,92% Coverage] Reference 1 - 13,92% Coverage

What time will we meet later, Sir? If according to your schedule, Mboten and mine, it will be until 9.45? We will meet for 3 hours of learning, Sir and we will utilize it so that even though it is a small percentage, there will be benefits that you can receive later; at least reopening it, hopefully enlightening you because I am here only to strengthen, facilitate you and just remind you because you have gone through the self-learning stage.

The bold sentences in the transcript above show direct speech to remind training participants that the instructor only acts as a companion.

<Files\\04.WID4> - § 1 reference coded [5,07% Coverage] Reference 1
- 5,07% Coverage

Ladies and gentlemen, you must collect information data and then take innovations that can be adapted to the nine elements, to be safe, it must be 9 indeed, but if there are 5, 5 is okay. Then the second one will be realized in the form of individual and group reports. The group report will be presented in an experience sharing seminar, and the individual report will be attached to your RAPKO, which is attached in the document attachment, photos, and according to what is written. Reference 2 - 11,02% Coverage

Well, from here, Ladies and Gentlemen, the classical session will end with a Seminar on the Plan of Action for Organizational Performance Change. Then, Ladies and Gentlemen, you will be off campus for 60 days; 60 days is not long because it is 60 calendar days, Ladies and Gentlemen, not 60 working days. In 60 calendar days, Ladies and Gentlemen, you will implement your leadership through the Plan of Action for Change that you have prepared earlier.



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<Files\\03. WI D3> - § 2 references coded [7,49% Coverage] Reference
1 - 3,28% Coverage

Ladies and Gentlemen, there is a one-day official guidance, but usually when I use this for you to practice your presentation, there are no more changes because for 2 months, especially less than 2 weeks, Sir, and less than 2 weeks, I am usually torn apart. Reference 2 - 4,21% Coverage

Then after knowing the concept of the change action plan, before making it, ladies and gentlemen, understand it first, if you don't understand, ask, study independently again, maybe you can WA me, why don't I understand this, please do so. So for the organizational diagnosis, this is related to learning Agenda 2 and 3.

<Files\\05. WI C14> - § 2 references coded [16.64% Coverage] Reference 1 - 3.73% Coverage

Please, ladies and gentlemen, if you have any comments on the first video about Mr. Hugeng Iman Santosa, you are welcome to comment. Reference 2 - 12,92% Coverage

<Files\\11. WI T2> - § 1 reference coded [80,87% Coverage]
Reference 1 - 80.87% Coverage

Yes, the sound is not audible, Mbak Ririn, maybe you can open the headset, while testing the sound. Have you heard it yet, friends? Yes, it's still muted, Mbak Ririn's voice is not audible. The sound is not audible, try unmuting it first, just open the sound, no need to close it.

Sorry, Sir or above Sir, there is Mr. Secretary, when there are new people or new institutions, what is needed to strengthen awareness, whether awareness about nation and state, or becoming a national asset, which needs to be done not only once, in order to survive, yes periodically. Yes, earlier, it was not only tight but there were some that were slack, so there were often outbound or whatever. Thank you, Sir.

<Files\\08. WI E4> - § 2 references coded [6.44% Coverage]
Reference 1 - 2.93% Coverage



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“Sir, as an administrator leader, be a mentor, an ethical and integrity innovator, that's cool, because why? In this case, Sir and Madam become role models for the organization. Just imagine if Mr. Abdul Halim no longer has integrity, imagine how his work partners are? would nothing happen? then the competency that we expect later is that his ethics will increase and his integrity is also okay and the most important thing is to think systemically”.
Reference 2 - 3.51% Coverage

Why do we have to think about all sorts of things, our global challenges now are very extraordinary, the dollar fluctuations are now every day, 16,000 global war victims die every day, global agricultural problems, not to mention the drug mafia and so on. Nationally, there are various problems, for example, Vina's legal problems have not been resolved for 8 years, and several other things that are challenges. We must face it, as administrator leaders, not only come and sit and then go home, but you create something innovative that can be done by other people. Reference 1 - 80.87% Coverage

Yes, the sound is not audible, Mbak Ririn, maybe you can open the headset, while testing the sound. Have you heard it yet, friends? Yes, it's still muted, Mbak Ririn's voice is not audible. The sound is not audible, try unmuting it first, just open the sound, no need to close it.

<Files\\12. WI T3> - § 1 reference coded [7.98% Coverage] Reference 1 - 7.98% Coverage

Related to the procurement of goods and services, for example, I'm a teacher who has never followed the procurement of goods and services, so what's the solution? You can ask for information from another teacher, or from the person who handles it in the office, what's it like? You can ask for information from other personnel. It doesn't have to be long with the person who does it.

<Files\\14. WI T5> - § 1 reference coded [10.62% Coverage]
Reference 1 - 10.62% Coverage

“Once again, just follow the provisions in the MOOC that have been uploaded according to the guide. Legal paper size, normal margins. What does normal mean? Around 2 and a half 2 and a half. Then the font for the title is Arial 14, one and a half spacing. This is detailed here, just follow it, just follow it in the table”.



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<Files\\18. WI T9> - § 1 reference coded [22.26% Coverage] Reference 1 - 22.26% Coverage

This is the second guidance. Please later, our friends, let's cross-check how far. How much preparation before the day? Is the progress real? If there is a video link, please play it. Let's try to observe it. I think everything is ready for. The work paper report, all God willing, there is no shortage.

The bold sentences in some of the transcripts above show informal sentences and direct sentences that are characteristic of familiar speech.

The following is a transcript of the source's transcript in the form of direct sentences and other informal sentences that reflect familiar speech.

<Files\\02. WI D2> - § 2 references coded [24.94% Coverage] Reference 1 - 13.92% Coverage

When will we meet later, Sir/Madam? If your schedule is the same as mine, it will be until 9.45? We will meet for 3 hours of learning, Sir/Madam and we will use it so that even though it is a small percentage, there will be benefits that Sir/Madam can receive later; at least reopening, hopefully enlightening Sir/Madam because I am here only to strengthen, facilitate Sir/Madam and just remind you because Sir/Madam have gone through the self-learning stage. Reference 2 - 11.02% Coverage

So from here, Sir/Madam, for the classical session, it will end with a Seminar on the Design of Action for Organizational Performance Change. Then Sir/Madam will be off campus for 60 days; 60 days is not long because it is 60 calendar days, Sir, not 60 working days. In 60 calendar days, Sir, you implement your leadership through the Action Plan for Change that you have prepared earlier.

<Files\\03. WI D3> - § 2 references coded [7.49% Coverage] Reference 1 - 3.28% Coverage

Sir, there is one day of official guidance, but usually I use this for you to practice your presentation; there are no more changes because for 2 months, especially less than 2 weeks, Sir, and less than 2 weeks, I am usually torn apart.



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<Files\\05. WI C14> - § 2 references coded [16.64% Coverage] Reference 1 - 3.73% Coverage

Please, sir, if you have any comments on the first video about Mr. Hugeng Iman Santosa, you are welcome to comment. Reference 2 - 12.92% Coverage

Excuse me, Sir, or above Sir, there is Mr. Secretary, when there are new people or new institutions, what is needed to strengthen awareness, whether awareness of being a nation, or becoming a national asset, which needs to be done not only once, so that it can survive, yes periodically. Yes, earlier, it was not only tight but there were some that were slack, so there were often outbound or whatever. Thank you, Sir.

<Files\\08. WI E4> - § 2 references coded [6.44% Coverage] Reference 2 - 3.51% Coverage

Why do we have to think about all sorts of things, our global challenges are now very extraordinary, the dollar fluctuations are now every day, 16,000 victims of global war die every day, global agricultural problems, not to mention drug mafia and so on. Nationally, various problems, for example, Vina's legal problems have not been resolved for 8 years, and several other things that are challenges. We have to face it, as administrator leaders, we don't just come and sit and go home, but you create something innovative that can be done by other people.

The following transcript of virtual learning found informal literal sentences that are parameters of familiar speech carried out by resource persons/teachers/widyaiswara.

<Files\\08. WI E4> - § 1 reference coded [3.19% Coverage]
Reference 1 - 3.19% Coverage

I am sure that all of you today, the 10 people in group 4, are all capable, all are balanced, all are cool, but to build that ability cannot be done alone. Being great alone is normal for you, but being great together is extraordinary. Now this is what we raise, this is what we motivate our friends, building ability in what collaboration, in maintaining stakeholder relationships, in finding workmates, and in finding budgets does not have to have an impact only on budget use.

<Files\\18. WI T9> - § 1 reference coded [11.40% Coverage] Reference 1 - 11.40% Coverage



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We hope that those who have not had the chance to share will adjust, right, it's the same right. The point is that you already know what was added, what was reduced, right, and hopefully later during the seminar.

Both transcripts are direct warnings without metaphors which are familiar speech.

The results of the analysis were then categorized into Table displays, Word Clouds, and Word Trees that were adjusted to the phenomenon of distant language and close language in virtual verbal interactions. The research findings show that the use of distant language and close language strategies are both applied in virtual verbal interactions based on a particular context in order to maintain harmony between Widyaiswara and students in virtual training or teaching-learning process at BPSDMD Central Java Province.

This study demonstrates that language politeness strategies play a crucial role in supporting the success of virtual learning. In the context of virtual training at BPSDMD Central Java, the use of polite language improves the quality of communication between instructors (Widyaiswara) and participants. This helps create a conducive, harmonious, and effective learning environment. The language instruction in the online classrooms includes two main categories: (1) Distant or Polite Language: The use of formal, indirect, and non-literal language reflects respect and maintains professionalism; and (2) Close or Familiar Language: Informal, direct, and literal language fosters closeness and a relaxed atmosphere in interactions. Widyaiswara instructors have employed a balanced strategy by using the two types of linguistic politeness. By maintaining the balance between distant language and close language, virtual learning becomes more conducive and supports the achievement of learning objectives, as the distant language brings respect from the participants to the teachers, and the close language brings a closer relationship between the instructors and the participants.



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These two types of language are applied flexibly according to situational needs, supporting the achievement of learning objectives. For example, formal language is more frequently used when providing instructions or greetings, while informal language is used during discussions or motivational sessions.

The analysis results indicate that instructors use language strategies adaptively based on the context. In virtual training sessions, polite language is employed to maintain a formal atmosphere, particularly when (1) Providing instructions, (2) Delivering content requiring a high level of formality. Conversely, familiar language is used to build closer relationships with participants and reduce social barriers in discussion or Q&A sessions. This approach enables a balance between maintaining formal hierarchy and fostering warm and collaborative relationships.

The appropriate use of language strategies has been proven to provide several benefits, including:

- (1) Increasing Participant Engagement: Context-appropriate communication encourages active participant involvement.
- (2) Supporting Learning Objectives: The combination of polite and familiar language creates a comfortable learning atmosphere, improving material comprehension.
- (3) Creating Harmonious Interactions: Language politeness strategies help manage classroom dynamics effectively, reducing potential conflicts and misunderstandings.

This research makes a significant contribution to understanding the role of language politeness in virtual learning. Its findings are relevant not only to Widyaaiswara but also to other training institutions facing similar challenges in creating effective communication in digital environments. By implementing these strategies, institutions can (1) improve the



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quality of interaction in learning processes, and (2) adapt communication styles to meet the needs of diverse audiences.

CONCLUSION AND RECOMMENDATION

From the previous description, several conclusions can be drawn as follows:

1. Polite language strategies, which include polite language and familiar language, have been proven to support the creation of harmonious and effective communication between Widyaiswara and training participants. In virtual learning, the use of politeness strategies helps maintain professionalism while also strengthening relationships with participants
2. Polite language, which is formal and indirect, is applied to create an official and respectful atmosphere, while familiar language, which is more informal and direct, is used to build closeness and comfort. Both types of language are used flexibly, adjusting to the context and needs of interaction in the virtual classroom.
3. The application of appropriate language strategies, supported by qualitative analysis through NVivo, shows that effective communication in virtual learning at BPSDMD can increase participant participation and involvement. By maintaining a balance between polite language and familiar language, virtual learning becomes more conducive and supports the achievement of learning objectives.
4. The use of appropriate language politeness strategies contributes to the creation of a harmonious learning environment, which in turn increases participant engagement and motivation. This strategy supports the achievement of learning objectives by maintaining positive interactions between instructors and participants, which is very important in the context of virtual learning.



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Also from the previous description, several recommendations can be given as follows:

- (1) Language Politeness Training for instructors: It is recommended that instructors be given training on the application of polite and informal language strategies in virtual learning. This is important to deepen understanding of when and how to use formal and informal language for more effective communication.
- (2) Use of Learning Platforms to Support Interaction: In virtual learning, platforms such as Zoom can support interactive communication. It is recommended that interactive features such as chat and breakout rooms be utilized to facilitate the use of more relaxed, familiar language when needed.
- (3) Development of Communication Guidelines: BPSDMD can develop clear language politeness guidelines or guidelines for use in virtual learning. This guide can include examples of the use of polite and familiar language, so that the instructor has a reference in interacting with participants.
- (4) Monitoring and Evaluation of Communication Quality: It is recommended that regular monitoring and evaluation of the quality of communication in virtual learning be carried out. This evaluation can be done by analyzing class recordings to ensure that polite language strategies are implemented effectively and in accordance with learning objectives.
- (5) Further Research: research that has been conducted is only on the use of polite and familiar language by instructors in virtual learning, therefore further research is needed. The research in question is research on the use of polite and familiar language



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in classical learning or conversations between instructors and participants outside of learning, conversations between instructors or instructors with training organizers.

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