Strategies for English Directives Applied by Indonesian Students to Obtain Information from Chatbot

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Abstract
Politeness in language can be seen from a socio-cultural and linguistic point of view. From the point of view of language, politeness can be seen from the linguistic structure and the meaning conveyed. Using polite language is not only between individuals who are part of society but it is also with chatbots, which is used to increase knowledge about politeness in language. This study examines politeness strategies used by students in delivering directives. ELIA (English Literature Information Assistant) is a chatbot created based on FAQs from students, and ELIA is used to provide information about lectures, final assignments, and other information related to study programs. The research method that was applied in this study is a qualitative descriptive method obtained from the ELIA admin and questionnaires. Data were collected after the ELIA was upgraded to be able to record the communication between students and ELIA. The data collected were in the form of textual communication records. The findings from the study indicate that the strategies applied by students to obtain information are directive strategies, namely direct strategies (40.2%), on-record indirect strategies (14.8%), off-record indirect requests (19%), and non-sentential strategies (26%). Based on the directive strategy used, direct and non-sentential strategies are strategies that do not show politeness. Strategies that show politeness are on-record indirect strategies and off-record indirect requests. In other words, the politeness strategy in directives applied by students is 33.8% of the total requests used.

Keywords: chatbot; directive strategies; politeness

1. INTRODUCTION

Chatbot is a simple tool to provide information that can be obtained quickly. In addition, the chatbot is widely used nowadays (Casillo et al., 2020; Dharwadkar & Deshpande, 2018; Ranoliya et al., 2017; Skjuve et al., 2021). However, the use of chatbots sometimes becomes uncontrollable and can make satisfaction lower (Crolic et al., 2022). In that case, control of the chatbot is needed. This study also uses a chatbot as the medium of communication, but the chatbot is limited to institutional

information that supports students during their study.

The chatbot used is a Telegram Bot named ELIA (English Literature Information Assistant) that provides information regarding the English Literature study program, at the Faculty of Letters, Universitas Warmadewa. It also provides information that students need during their study in the study program. The use of ELIA is not only to give information but also to provide a medium to practice the English language, especially in writing. By communicating with ELIA, students are given various information based on what they request from ELIA. If the students do it right, they will get the right information. The use of ELIA is not like a website provided by the study program that can be accessed and clicked on the information needed, but the students must be active in writing to get the information they need. The chatbot can be used for the learning process (Francesco Colace et al., 2018; Hiremath et al., 2018).

One of the communication skills that want to be increased through ELIA is making directive expressions. Directive expression is one of the expressions that is mostly used in conversation. In addition, this expression needs special attention because this expression must be made by considering the hearer and it has relation to politeness.

All forms of utterances can be seen from the viewpoint of politeness. However, politeness is usually seen from the viewpoint of culture. In some countries, using polite expressions is sometimes needed based on several factors, such as participants, situations, and topics. In addition, polite expressions can be seen from the scale of sociopragmatic politeness and pragmalinguistic politeness. Sociopragmatic politeness concerns polite and impolite expressions related to social and cultural viewpoints. On the other hand, pragmalinguistic politeness concerns polite and impolite expressions based on the lexicogrammatical form and semantic interpretation of the sentences or utterances (Leech, 2014).

One of the characteristics of politeness is not a must. Although politeness is not a must, politeness is still needed to maintain harmoniousness. As students of the English Department, they must be able to use English in communication because they will use the language in their dream job. They will ask someone to do something or ask questions to others. In other words, polite expressions must be studied because politeness is not all about diction or structure but also semantic strategies, the strategies that they will choose to keep their relations with others. This point must be learned by students to obtain skills in creating directive expressions. Using appropriate strategies to make directives will maintain the relationship between speakers and hearers.

Based on the reasons explained, this study focuses on the habit of students in creating directive expressions to obtain information from ELIA. This research will give a general viewpoint regarding the directive strategies chosen by the students to get information. In addition, this research also shows the effective strategies used to obtain information from a chatbot.

2. REVIEW OF LITERATURE

This research focuses on language integration in chatbots. This research examines the communication process and politeness strategies that can be applied to chatbots. The literature review presented in this study is categorized into a literature review on (1) the development and use of chatbots and (2) politeness.

Research on chatbots has been conducted and focuses on the development of programming languages and the use of artificial intelligence (AI). Chatbots that have been developed use Artificial Intelligence Markup Language (AIML) to answer FAQs (Ranoliya et al., 2017). Apart from that, chatbots were also developed using AI and Natural Language Processing (NLP) (Lalwani et al., 2018; Nagarhalli et al., 2020).

Chatbots are also applied to support the world of education, such as research discussing the implementation of chatbots in e-learning by applying Natural Language Processing (NLP) techniques to provide answers to questions precisely and quickly (Francesco Colace et al., 2018). Chatbots were also developed for educational systems based on local and web databases (Hiremath et al., 2018). Chatbots are also used to support the travel experience (Casillo et al., 2020).

Chatbot was also developed for medical purposes to answer questions related to health problems according to the information used by the user. This medical chatbot implements Google API for voice-text and text-voice conversion (Dharwadkar & Deshpande, 2018).

Other research examines human-chatbot relationships, which are not much different from relationships between humans (Chaves & Gerosa, 2020; Skjuve et al., 2021). Chatbots are also used as agents to facilitate discussions in group chats for time management, encouraging expressing opinions, organizing opinions, and summarizing all opinions that have been collected (Kim et al., 2020).

The development of chatbots, especially those that come in contact with customers, must be given great attention so that they can provide solutions and not increase customer dissatisfaction (Crolic et al., 2022). The challenge in developing chatbots is building a conversational system on AI (Yan, 2018).

Research on politeness has been carried out with various research objects. Politeness can be formed through appropriate strategies. Leech explained ten politeness strategies which were described as the General Strategy of Politeness (Leech, 2014). Politeness strategies are not only bound by social and cultural norms. Politeness also has a linguistic side that focuses on semantic strategies in forming polite language. The following are studies related to language politeness.

Research on perceptions and evaluations of requests/requests on social media in China and Japan shows that there is a link between directness/misdirection and politeness/impoliteness (Ren & Fukushima, 2022). The phenomenon of self-abasement was also initially associated with the point of view of sincerity. However, this phenomenon is reviewed and is a form of politeness in Chinese culture (Zhou, 2022). The use of polite language can also be found in socialization videos made by

the police. This video received a positive response from the community, so it is hoped that it can improve good relations between the police and the community (Lowrey-Kinberg, 2019). Politeness is also of great concern for political purposes, such as the application of positive politeness by the admin of President Jokowi's official account which gives a positive impression to his followers (Prayitno et al., 2019). The use of emoticons in weblog comments is also stated to be a medium of politeness. In other words, the use of emoticons is a strategy to achieve polite language (Kavanagh, 2016). Another case of politeness analysis of requests/requests is also carried out in Japanese which tries to apply Brown and Levinson's politeness theory to local concepts of requests/requests (Gagné, 2010).

The phenomenon of politeness is always paired with the phenomenon of impoliteness. For example, the use of offensive language directly indicates that its users tend to be offensive and cause the people involved to be offended (Haugh et al., 2022). Furthermore, online public shaming (OPS) is a form of impoliteness in communication that can destroy harmony and create a negative atmosphere (Blitvich, 2022). Other research shows that the interactional practices carried out by the interlocutor when managing jealousy reflect that politeness is closely related to jealousy, interpersonal behavior, and (dis)harmonious orientation (Zhao & Mao, 2021). Furthermore, other research also shows that politeness and impoliteness can also be uttered by animated characters which of course can be used as a lesson for children who watch them (Budiarta & Rajistha, 2018).

3. METHODS

This research is field research located at the English Literature Study Program, Faculty of Letters, Universitas Warmadewa which applies descriptive qualitative methods (Creswell, 2009). The qualitative method was used to see how politeness is used between students and ELIA, especially strategies in expressing directives. The data sources are the conversation between students and ELIA. The total number of expressions collected was 1,838 expressions sent by the students to ELIA, which includes 41 topics. However, the grammatical errors found were 167 data, so the data used were 1671 expressions.

Before the data collection process, the system of ELIA was upgraded to accommodate recordings of communication between students and ELIA to see student habits when accessing ELIA. ELIA will also be developed to validate users/students. Data were obtained from all members of the student executive board at the Faculty of Letters as samples before being used by all students of the English Literature Study Program, Faculty of Letters, Universitas Warmadewa.

Data were collected through two stages. The first stage was through a questionnaire. This questionnaire contains keywords related to study program information, and the students checked the information provided by ELIA. The students were also asked to give recommendations and comment on information and the system of ELIA. The second stage was through the ELIA admin system. The

recordings of conversations between students and ELIA recorded in the admin system were taken to find out the use of directive expressions by students when communicating with ELIA. The collected data were stored in Excel format to make the analysis easier to process. The data that have been collected were analyzed descriptively based on the theory applied. The first analysis was conducted on the directive strategies applied by the students. Then the pragmatic modifiers indicating directives were analyzed.

4. FINDINGS AND DISCUSSION

ELIA is an assistant of the English Literature Study Program, Faculty of Letters, Universitas Warmadewa that is used to provide information regarding the study program and information during the study at the study program. On the other hand, ELIA can be said to be the representative of study program management. Then, the assistant's role is to help the students of the English Literature study program obtain information quickly rather than chatting with the management personally. We can say that the students have a higher position than the bot although the bot becomes the representative of the study program management. In short, the chatbot is a tool for quick interaction with users (Cahn, 2017; Dahiya, 2017).

ELIA provides various information about the study program in static responses. In other words, the students can request, command, and instruct ELIA to give them the information they want to get. ELIA will always give the students responses based on the listed keywords in the expressions used. The students can get the information by using words, phrases, clauses, or sentences as long as the requests consist of the keywords of the information listed in the ELIA database. It is important to note the limitation of this study is that ELIA is not an AI-based chatbot (Lalwani et al., 2018; Yan, 2018) that can respond to the users contextually. Thus, we focus on the directive strategies employed by the students in obtaining information from ELIA.

The directive strategies are the communication means we use when trying to get someone to do something they would probably not do of their own accord. In addition, he also explains that direct directives are less polite than on-record indirect directives, which in turn are less polite than off-record indirect directives (Leech, 2014). In this research, ELIA is used to practice the directive strategies employed by the students to improve their communication skills, especially regarding polite and impolite expressions in gaining information.

Based on the analysis, we found that the students employed various strategies for directives. They are direct strategies, on-record indirect strategies, non-sentential strategies, and hints (off-record indirect requests). The various strategies were used by different students indicated by different ChatID. The strategies for directives are described in Table 1.

Table 1. Strategies for Directives

Directive Strategies	Linguistic Realization	Freq.	%	Total Freq	% per Strategy
Direct strategy	*Imperatives*	459	30.7	602	40.2
	Statements	143	9.6		
On-record indirect strategy	*Statements*	16	1.1	221	14.8
	Questions	205	13.7		
Non-sentential strategy	*Words*	19	1.3	389	26.0
	Phrases	298	19.9		
	Dependent clauses	72	4.8		
Off-record indirect strategy	*Statements*	21	1.4	284	19.0
	Questions	263	17.6		

The directive strategy used by students in seeking information was dominated by the direct strategy, namely 602 directives or 40.02% of the total directives used. The direct strategy used is in the form of imperative sentences and performative statements. This type of strategy clearly shows the speaker's desire for the listener to do something according to the sentence used. The second strategy used is the non-sentential strategy, namely the use of non-sentence forms such as words, phrases, and dependent clauses. This strategy is used in 389 directives or 26% of the total directives used. The selection of this strategy is very close to the direct strategy because students immediately convey their wishes in the form of words, phrases, or dependent clauses. This can be done because ELIA was created to receive orders. The third strategy used is the off-record indirect strategy in the form of statements and questions which used 284 directives or 19% of the total directives used. This strategy gives the impression that the speaker or student is not transparent in conveying their wishes so that it seems smoother than the direct strategy even though in reality this strategy sometimes does not achieve the desired results. The last strategy used is the on-record indirect strategy in the form of statements and questions. The directives used are 221 directives or 14.8% of the total directives used. This last strategy has pragmatic markers that can be used as a reference to determine the level of politeness conveyed. The pragmatic markers used are auxiliary verbs such as would, can, could, and should.

4.1. Direct Strategies: Imperative and Performative

The direct strategy means that the strategy used to deliver the directive is direct, without any device to reduce the face threat. Leech claims that this strategy is direct in the sense that it contains an overt illocutionary force indicating device (IFID) (Leech, 2014). In addition, this strategy includes imperatives and performatives. The following examples are direct strategies employed by different students to obtain information from ELIA.

1) Provide me with the information on proposal exam registration.
2) Hi ELIA, please show me the Academic calendar.
3) Give me the thesis exam registration, please.
4) Hello Elia, I need a weekly schedule, please.
5) I wanna see the proposal template.

The linguistic realization of the direct strategy used by students shows the same pattern to be the direct strategy in delivering directives, VERB + me. These examples, of course, consist of no device that can reduce the face threat. In all examples, we can assume that the students employed imperative expressions without any attempt to mitigate the imposition on the listener/ELIA. It means that the students treat ELIA as a means to get information. In addition, the students think that they have a higher level of authority over ELIA. Furthermore, it can be assumed that the students want to convey a sense of importance because they want to find the information quickly.

On the other hand, the use of the polite marker 'please', such as datum (2) and (3) can reduce the face threat, in which the position of the word 'please' can be in front of the sentence or at the end of the sentence. In other words, the polite marker is used to soften the illocutionary force to the hearer. However, imperatives are used for directives less in English rather than in other languages (Leech, 2014). In short, adding the politeness marker 'please' will reduce rudeness if it is used in the right intonation for spoken expressions.

The expressions occurred in data (4) and (5) show the structure of sentences in which the subject of the sentences is the first person pronoun 'I' followed by the verbs 'need' and want', This linguistic realization is also called personal performative directive, in which the first person is used as the subject of the sentence (Vincent et al., 2023). The first person 'I' in the expressions implies that the students are going to get information regarding the study program. They know well that the existence of ELIA is to provide them with information regarding the study program. In addition, when the students inform ELIA about their wants or will, ELIA will respond to them as they request ELIA to provide the information they want.

In conclusion, the direct strategy imperative is the best strategy used in delivering intention (Vincent et al., 2023). It is 30.7% of directives used are imperatives. Then the performative directive used is 9.6% or 143 of 1671 expressions. It means that the total number of using direct strategy is 40.2% or 602 of 1671 expressions. The students show that they have the power to command ELIA, their assistant, to get information regarding the study program by using imperatives and performatives.

4.2. On-Record Indirect Strategies: Questions

The second directive strategy is the on-record indirect strategy, which is a strategy to express directives indirectly and requires steps to conclude the meaning of

the directives contained. The linguistic realization for this strategy can be in the form of questions. Through the questions submitted, the speakers try to convey their wishes to the listener. Following are some examples of the use of this strategy by students.

6) Can I see the article template?
7) Could you tell me about semester registration this year?
8) Can you show me the proposal and thesis guidelines?
9) Can you tell me about English literature, please?
10) Can you send me the grading system?

In example (6), students convey the meaning of the directive indirectly through the use of the question 'Can I see the article template?' which, if we dissect it again, will mean 'Can I see the article template? [In that case, let me see.]'. Likewise, with example (7), it can mean 'Could you tell me about semester registration in this year? [In that case, please do so.]'.

From the examples above, most of the on-record indirect strategies used in the form of questions use the auxiliary verb 'can' and some directives use the auxiliary verb 'could'. These auxiliary verbs have different levels of politeness. Leech stated that the use of the auxiliary verb 'can' in this strategy is less polite than the use of the auxiliary verb 'could' to express an indirect directive (Leech, 2014).

4.3. On-Record Indirect Strategies: Statements

Statements do not directly express directives. It is always an inferential step to express the speaker's desire to the hearer, and the desire is expressed through statements. As ELIA is the assistant, it must do/provide/find/give requested information by the students. However, the number of statements used to be directives is only 1.1%. It is 16 of 1671 expressions are statements indicating on-record indirect strategies, and it belongs to the rarely used strategy to obtain information. The statements used as on-record indirect strategies can be seen in the following examples.

11) I want you to show me the magazine.
12) I'd like to see a decision letter on proposal advisors.
13) I need to know about the administration staff.

The datum (11) is an example of a volitional statement in which the structure of the sentence indicates the use of the verb 'want' followed by the pronoun 'you'. This sentence has the speaker as the subject of the sentence and 'you' refers to ELIA filling the object of the sentence. This structure shows that the speaker has a superior position. If we look at ELIA as the representative of the study program management, in which it has the same position, the students seem impolite because this structure makes the directive force more explicit. However, if we look at ELIA as the student assistant, in which the position or status of the students is higher than ELIA, the

students can impose their wants without undue face threat. Then in the datum (12), we can find a more polite expression than 'I want' expression. The pragmatic marker used is 'would' which is used to form 'I'd like to' expression that is more polite than 'I want' expression. In the datum (13), the message of obligation is delivered by the modal auxiliary 'need to', but the obligation delivered is weaker than 'must' and 'have to'. It is used to express obligation that is important one time rather than responsibility. In conclusion, the students express volitional and obligation statements to get information. By using the statements, the students deliver directive force to ELIA to provide the information they want.

4.4 Off-Record Indirect Requests: Statement Hints

The third strategy which is similar to the on-record indirect strategy is the off-record indirect strategy or off-record indirect request. This strategy does not directly state directives, but directives are implicitly stated in the form of hints. The application of this strategy can be in the form of a hint statement, namely a statement that becomes a directive from the student's directives. The following are some examples of directives in the form of hint statements used by students.

14) Im looking for submitting the final proposal
15) I'm so nosy about Article template, because I'm want to make it.
16) Hello Elia, I'm little bit confused about grading system in my Faculty
17) I am curious about the grading system in this faculty of literature
18) I am looking for accreditation certificate

The statements above are instructions from the directives submitted by students. In datum (14), a student who states 'Im looking for submitting the final proposal' is a hint statement. In general, using a statement hint to express a directive is not very polite because it requires the listener to deduce what the speaker means.

4.5 Off-Record Indirect Requests: Question Hints

The second linguistic realization of the off-record indirect request is the question hint. This strategy is similar to the use of questions in the on-record indirect strategy. The questions submitted are also instructions from the directives submitted. The following are some examples of the use of question hints by students.

19) Hello Elia, is there any international program?
20) Do we have reward for achievement?
21) where can i see the weekly schedule?
22) Do you have bachelor thesis template?
23) Hello Elia, do you have any information about MBKM programs?

Based on the example above, the questions used are directive instructions that students want to convey. The listener/ELIA will interpret this question as having an implicit request function. In datum (19), the hint statement conveyed by the students

was 'is there any international program?' The request function conveyed through this question is if so, please give me the information. This also applies to other data. In addition, this implicit request function will appear if the listener understands the instructions conveyed by the speaker. In this case, the ELIA is designed to understand the intent of the student so that the question hint can be received and responded to by the ELIA.

4.6 Non-sentential strategies: Words, Phrases, Dependent clauses

A non-sentential strategy is a strategy to deliver directives that are closely related to the direct strategy. This non-sentential strategy has linguistic realizations in the form of words, phrases, and clauses. Following are some examples of non-sentential strategies applied by students.

24) Cooperation
25) Scholarships
26) Information about thesis exam registration
27) article template please
28) Submitting the final proposal
29) How to do semester registration

Based on the data above, Data (24) and (25) are examples of using the word as a directive. Data (26) and (27) are examples of using phrases as directives. Data (28) and (29) are examples of using dependent clauses as directives. Words, phrases, and dependent clauses that are used implicitly convey the imperative. For example, datum (24) can be interpreted to suggest the meaning of [give/send me information about] cooperation. This also applies to other data.

5. CONCLUSION

ELIA as the assistant of the students has a main job to inform the students of information related to the study program. The way the students get the information can be classified as directive strategies. In conclusion, in seeking information from ELIA the students apply various directive strategies, namely direct strategy, on-record indirect strategy, off-record indirect request, and non-sentential strategy. Based on the analysis, direct strategy is the most strategy used to deliver directives and on-record indirect strategy is the least used strategy to deliver directives. This result shows that the students situated their position higher than ELIA, so they decided to use a direct strategy. In other words, ELIA as a means to learn polite expressions could not be an effective way. However, ELIA could be an effective way of obtaining information in a fast way. To other students who want to practice communicating in English, ELIA could be the alternative way to find out information regarding the study program.

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