

The Usage of Greetings Varieties at Widyatama Campus Environment: A Sociolinguistics Study

Bany Galvin Dirgantara¹✉, Hero Gunawan²

¹English Department, Widyatama University, West Java, Indonesia,

²English Department, Widyatama University, West Java, Indonesia

✉ email: banygalvin@widyatama.ac.id

Received:

25 January
2024

Revised:
01 April
2024

Accepted:
12 May
2024

ABSTRACT

This Research discusses the types of greetings, Social Factors, and Social Dimensions in the Widyatama campus environment. This Research used a qualitative descriptive method. In analyzing the data, this Research used the theories about sociolinguistics from Wardaugh. The Research also used the theories about Diglossia from Ferguson, polite greetings from Levinson, Social greetings from Labov, and accommodative greetings from Giles. There are 10 data of Greetings in this research but only 3 data that will show in this research due to the data has already enough and can answer the research question. Greetings have different functions according to each type of Greeting, social factors, and social dimensions. They are to explain the participant's role in the usage of greetings in an academic context, to explain the social factors that influence the usage of greetings, and to show the social dimensions that influence greetings, the findings can divide types of greeting into three, which is polite greeting, social greetings, and accommodative greetings and the social factors and social dimension in each greeting.

Keywords: *Sociolinguistics; Greetings; Social Factors; Social Dimension.*

INTRODUCTION

Greeting is a form of expression or action to initiate or conclude social interactions. It encompasses words or phrases employed to greet or bid farewell to others as a sign of respect or courtesy. Greetings can be found in all contexts of society, both in formal and informal situations, Without exception on campus, especially in micro-community-teaching and learning processes in the classroom. This study endeavours to outline and exemplify the various greeting patterns observed in the conversation between lecturers and students within academic setting inside a classroom. The conversation includes between a lecturer to students, students to a lecturer, and a student to students. Furthermore, it aims to examine these greetings by considering two sociolinguistic variables: social factors and social dimensions. Sociolinguistics is a branch of linguistic science that examines the relationship between language and society. In the text of this research, sociolinguistics provides a framework for understanding how language is used in social contexts and how its usage reflects the dynamics of social groups (Wardhaugh, 2006).

According to Wardaugh (2006) sociolinguistics is like a backstage pass to understanding how language structures itself in different social scenes. Imagine language as a chameleon, changing colors based on where you are, who you are with, and what is happening. That is the essence of linguistic variation, the spice that flavors our conversations (Routledge, 1999/2005).

Language is one of the most essential things in life. Language is a communication tool that helps humans as social beings exchange information, ideas, and feelings by communicating with each other (Simatupang, 2021).

The term linguistic variation (or simply variation) refers to regional, social, or contextual differences in how a particular language is used. Variation between languages, dialects, and speakers is known as interspeaker variation. There is a functional division of language variations or languages that exist in society which is *Diglossia*.

Ferguson (1959) defined *classical Diglossia* as a situation in which two genetically related language varieties coexist in one language community. One variety, called the high variety, is used in formal domains such as education, while the other variety, called the low variety, is used primarily in informal communication. *Diglossia* is a language situation where a functional division of language variations or languages exists in society. What is meant is that there is a difference between formal or official and informal or non-formal varieties.

Polite Greeting on The Politeness Theory, developed by Brown and Levinson (1978) explores the intricate dynamics of linguistic courtesy in greetings. It encourages us to consider the maintenance of politeness and the balance of "face" between individuals engaged in conversation. The Social Variable Theory by Labov (1994) explores the impact of age, gender, and social status on the variability in greetings. Accommodative Theory (Giles et al., 1973) and Accommodative Greet on Speech Style Accommodation Theory (Csibra et al., 1990) introduce us to the concept of linguistic resonance. In the realm of greetings, this accommodation emerges as a symphony of social harmony, fostering connections through a shared linguistic cadence.

Labov (1994) contends that social factors, encompassing social class, gender, culture, and social status, intricately contribute to the complexity of employing terms of address. Social variables play a role in shaping the use of terms of address, in addition to the influence of social factors. Labov's multidimensional paradigm acknowledges the substantial influence of situational context, power dynamics, tone, and the changing characteristics of address forms. Therefore, this research examines the types of greetings, social factors, and social dimensions influencing the use of greetings at the Widyatama campus. The following question must be answered as part of this research:

1. What types of greetings are used by a lecturer and students at the Widyatama campus?
2. What are social factors and social dimensions influencing the use of greetings terms by a lecturer and students at the Widyatama campus?

From the two research questions, the purposes first to identify types of greetings and second to analyze social factors and dimensions. This research is likely to significantly contribute to understanding the use of greetings in the academic environment of the Widyatama campus. the analysis of the types of greetings, together with an in-depth understanding of social factors and social dimensions, will provide a comprehensive picture of the dynamics of interactions between lecturers and students. Thus, this research can become a basis for further development in sociolinguistics and enrich our understanding of how language reflects and shapes social relationships in academic contexts.

In the previous research, (Mocanu & Bibiri, 2019) about how Romanians use greetings and farewells. The focus of that research is on the types of greetings and farewells and what makes greetings influenced by factors such as age, gender, and educational background. The other research that also discussed Greeting is from Zahrani (2022) it is remarkably similar to this research, the different from this research is the place in junior high school and the audience; the previous research only focuses on greetings, while this research focuses on the English form of Greeting or the types of Greeting and discusses the social factors and social dimensions influencing the use of greetings in the Widyatama environment (inside a classroom). Greetings are one of the in-depth topics in sociolinguistics studies, especially in the context of language variations. However, diglossia is sometimes integrated into the discussion to explore how two language varieties might influence the use of greetings in different situations. This analysis can provide additional insight into the complexity of social interactions and language use.

Sociolinguistics is a branch of linguistic science that examines the relationship between language and society. In the context of this research, sociolinguistics provides a framework for understanding how language is used in social contexts and how its usage reflects the dynamics of social groups (Wardhaugh, 2006). Janet Holmes (2022) stated that Sociolinguistics is the study of the interaction between language and society. In this classic introductory work, Janet Holmes examines the role of language in a variety of social contexts and considers both how language works and how it can be used to signal and interpret various aspects of social identity. Sociolinguistics is a study that concerns two things, namely language and social matters. In a book entitled Sociolinguistics, Hudson (1996) argues that sociolinguistics is a science of language related to society. From a sociolinguistics perspective, language reflects social dynamics. In line with this, understanding language variations is crucial. As a branch of sociolinguistics, language variation explores differences in language use, including changes in style, dialect, and the social factors that shape them.

The term linguistic variation (or simply variation) refers to regional, social, or contextual differences in how a particular language is used. Variation between languages, dialects, and speakers is known as interspeaker variation. Variation in language use among speakers or groups of speakers is a notable criterion or change that may occur in pronunciation (accent), word choice (lexicon), or even preferences for particular grammatical patterns. Language variation is not random. It is highly

structured in the speech of individuals and communities. It is also structured in the language itself. This is encapsulated in the notion of “orderly heterogeneity” and “orderly diff orientation” (Weinreich, Labov and Herzog 1968: 100– 101). Variation is a principal concern in sociolinguistics. It has been discovered that variation is typically the vehicle of language change (Trask, 2007). In understanding language variations, discussions about diglossia provide an exciting dimension. Diglossia, a concept related to using two language varieties in the same society, enriches discussions about language variation. Language is produced from sounds from all aspects of its use, including who the speakers and speech partners are, the place of the language use, and the relationship between languages. Simatupang and Amalia (2016) stated, "Sociolinguistics is concerned with the relationship between language and context."

The existence of variation in language, therefore, is not accidental or meaningless. It adds a vital set of social dimensions, making it possible for language to reflect and record an individual's demographic, geographic, sociological, educational and religious background. It helps constitute identity; it claims solidarity; it expresses attitudes towards power and prestige" (Spolsky 1998, 43). The social variables as relative status, age and gender, on language choices, affect one's politeness behaviour. These variables interact in complex ways, and there are other factors that interact: the formality of the situation and the personal relationship between speaker and addressee. According to Coulmas (2005) all of these factors together interact in different ways in different cultures.

Ferguson (1959) defined classical diglossia as a situation in which two genetically related language varieties coexist in one language community. One variety, called the high variety, is used in formal domains such as education, while the other variety, called the low variety, is used primarily in informal communication. Diglossia is the usage of variations of one language that coexist with their respective roles. In their development, the usage roles of high variety (H) and low variety (L) are found not only in one language but also in multiple languages, also called double diglossia. The double diglossia can be double overlapping diglossia, double nested diglossia, or linear polyglossia (Marudut Simanjuntak et al., 2019). With an understanding of diglossia and language variation as a basis, the research can easily explore the relationship between the phenomena of language variation and greetings, which is the core of the research. Greetings are a common form of social interaction, reflecting differences in language varieties and social norms. In addition, the research will show how social factors, such as culture and social status, influence the use of greetings and how social dimensions, such as situational context, shape dynamics in everyday language interactions. It will gain deeper insight into the complexity of language use in social interactions.

Greetings

According to Holmes (2001), “Sociolinguistics are interested in explaining why we speak differently in different social contexts, and they are concerned with identifying the social functions of language and the ways it is used to convey social

meaning." in sociolinguistics, greeting refers to the communicative action used to greet or greet another person. Social factors, such as culture, social status, interpersonal relationships, and communication context, can significantly influence greetings. Greeting in sociolinguistics is not just a routine form of communication but also reflects complex dynamics in social interaction. Research in this area helps to understand how greetings reflect social norms and how variability in the use of greetings can be interpreted as a form of language and social behavior. Greetings are a means for soon-to-be interlocutors to move from physical co-presence into social co-presence (Pillet-Shore, 2008). In other words, the verbal exchange of greetings enables participants of a conversation to signal that they have crossed the border between not being in interaction and being in interaction. At the same time, the form of the greeting may reveal information about the speaker, and how that speaker perceives the interlocutor (Duranti, 1997). According to Hudson (1996), greetings display the power and solidarity relation between speakers, and Wolfram and Schilling-Estes (2006) stress that greeting behaviour (in America) varies depending on regional, ethnical, gender and status factors. In addition, greetings can also signal level of familiarity as well as the participant roles of the speakers in the soon-to-be interaction (Kendon, 1990; Pillet-Shore, 2008).

According to Akindele (2007), greetings and farewells can be described as the exchange of expressions, pleasantries or good wishes between two people or a group interacting for the purpose of fulfilling social obligations or for the purposes of establishing interpersonal relationships.

Greetings shape social interactions, reflecting cultural norms, power relationships, and social structures. A profound understanding of the types of greetings is pivotal in sociolinguistics to delve into the linguistic dynamics of social interactions. There are three types of greetings in this research: polite greetings, social greetings, and accommodating greetings.

Polite Greeting

Polite greeting, which originates from the politeness theory developed by Penelope Brown (1978) emphasizes how language use reflects efforts to maintain politeness in various situations. Greeting and saying hello can be understood as politeness, where the choice of words or expressions reflects the desire to uphold the "face" of both the speaker and the listener. This theory will use polite greetings in interactions between students and lecturers in the campus environment, including in the classroom. There are also examples of polite greetings as follows following the theory. Choosing formal salutations like "Sir." when addressing a Lecturer in a professional setting reflects an adherence to politeness norms. Here is the example when formal salutations use in a conversation. According to Astuti (2016) Speech act needs to be further explored and understood. It can be associated with accommodative greetings, where the initial speaker's greeting sets the tone for the formal or casual conversation.

Student: "Excuse me, sir, may I ask a question?". Alternatively, "Good morning sir, how are you?". That example shows that the student uses Polite Greeting to the Lecturer while saluting the lecturer with "sir" due to the context of the academy and the use of politeness theory.

Other formal greetings that are of the same type and equally formal in this context are "Mr.", "Mrs." or "Ms."

Social Greeting

The Theory of Social Variables in Greetings highlights how variations in greetings and greetings can be linked to social factors such as age, gender, and social status. Studies by Labov (1994) show that these variations provide a deeper understanding of how these factors influence language choices in everyday interactions. It can be said that social greetings are influenced by a person's age, gender and social status.

Social Greeting influence by three aspects, such as age, gender and social status. here are the examples of each social greeting that influence by three aspects:

1. Variations Based on Age: People consider greeting someone based on their age. Younger people will greet older people more politely, while greeting someone of the same age will be more casual. Here are the examples:
 - a. Student to another student: "Hi! Bro.".
 - b. Student to adults: "Good morning, sir!"On that example Students might greet their peers with only just "Hi" due to they have the same age, while greetings adults the student use "Good Morning Sir" due to the age of the adult is older than the speaker.
2. Differences Based on Gender. A study shows that in some contexts, men sometimes use greetings to people casually close to them, and women are more likely to use more familiar or considerate greetings in social interactions, for example a boy student meet with the other boys' peers "Dude, that was awesome". The boy addressing his friend with "dude" to the closeness between the speaker and the hearer and they have the same gender, Man.
3. Influence of Social Status. People who have a higher social status may receive more formal or respectful greetings, such as using special titles or nicknames. The example of the greeting could be "Good Morning Professor" when Students greeting with formal salutations to the lecturer due to their social status in academic settings.

It indicates that the students know about the social status and greet with more respectful. In this case this also happens to lecturers and students when greeting each other. Students will feel more reluctant when greeting their lecturers.

Accommodative Greeting:

Giles (1973) Accommodation theory, also known as communication accommodation theory (CAT) or speech accommodation theory (SAT), aims to

understand how and why we change our speech based on who we are talking to. The theory looks at the motivations behind accommodation in communication and the consequences. Giles believed individuals adjust their speech to create, maintain, or decrease social bonds and interactions. For example, matching the speech patterns to the interlocutor can strengthen the social bond.

Accommodative greeting on Speech Style Accommodation Theory by Giles (1987) introduces us to linguistic resonance. In the realm of greetings, this accommodation emerges as a symphony of social harmony, fostering connections through a shared linguistic cadence. Accommodative greeting describes how individuals can adjust their speaking style to align with the other person's speaking style to create social harmony. This adjustment can reflect efforts to build good interpersonal relationships in the context of greetings. This can also happen to lecturers and students; when lecturers want to feel closer or familiar with students, they can use accommodative greetings, and when in class, lecturers will use greetings that are more formal or adapt to conditions and situations.

The accommodative greeting using in this research using speech style accommodation theory from Howard Giles about accommodation theory to understand the roles of adjustment in greetings form to adapt with the condition and situations. There are two adjustment that use in accommodation theory, formal style adjustment and familiar style adjustment.

1. Formal Style Adjustments:

Formal style adjustment refers to a person's efforts to adjust his or her communication style to suit a particular formal or official style, especially when interacting with others who may require or expect a certain level of formality. It is important to remember that accommodative theory emphasizes the importance of mutual adjustments in communication to achieve effective interactions and build good relationships.

If someone speaks in a formal style that uses long, formal words, a well-adjusted interlocutor will likely respond in a similar way, creating harmony in the communication.

This is the example of formal style adjustment in a conversation between a Lecturer with the students.

- a. Lecturer: "Good morning, everyone. today we are going to talk about science."

Students: "Good morning, Professor."

This conversation above shows a formal adjustment due to the students' response to the lecturer that say "Good Morning, Everyone" with "Good Morning, Professor". It indicates the students use formal adjustment in due to the first speaker use a formal greeting then the interlocutor adjusts the greeting.

- b. Student: "Hello, Professor. Could I ask you a quick question?".

Lecturer: "With pleasure, my student. What is it?".

it shows that formal adjustment can be used in formal situation such as conference, speech, inside a class or even when talk to the lecturer. The student used formal greeting and then the lecturer response it with formal style due to adjusts with student's salutations. Formal style adjustment can be seen when the first speaker said something, if the speaker says something in formal way then the interlocutor will reply it with formal way too, due to creating harmony in communication.

2. Familiar Style Adjustments:

Familiar style adjustment refers to a person's efforts to adjust his or her communication style to suit with casual or familiar situation. The speaker will start the conversation more relaxed and more casual.

In more casual situations, such as between close friends, individuals may adjust their speaking style to be more relaxed and familiar, using a more informal and friendly greeting.

Lecturer: "Hello guys, how was your last summer?"

Students: "it's really fun!".

The conversation above shows that the lecturer tries to greet the student with more casual way by using "Guys", while the students adjust the vibes of the lecturer with using familiar style adjustment or more informal way "it's really fun!". The familiar adjustment based on the example can be used while greeting someone that close to the speaker even it is a lecturer. This adjustment is more informal and friendly greeting due to the closeness that the speaker has.

Social Factors and Social Dimension

According to Labov (1994) Social factors such as social class, gender, culture and ethnic, and social status contribute to the complexity of using terms of address in daily interactions. Understanding the roles and interactions among these factors helps unveil how language can be a reflection of social dynamics within a society. Regana and Yogi stated the use of language variations that are influenced by social dimensions and certain language functions can provide information in a speech event (2015).

Social dimensions play a crucial role in shaping the use of terms of address. The dynamic interplay between situational context, power dynamics, tone, and the evolving nature of address forms enriches our understanding of how language is intricately connected to the social fabric of a community. In other hand, Khoirunnisa and Nuur (2012) in their research found that no component dominates social factors and social dimensions but rather that the two components complement each other.

Social Factors

Social factors are factors that exist in society and also influencing human behavior, views, and interactions, which include culture and ethnicity, social class or status, and gender.

1. Social Class: Individuals from different social classes tend to employ terms of address that reflect the appropriate level of formality aligned with their social class norms.
2. Culture and Ethnicity: Cultural norms and ethnic traditions influence the selection of terms of address, creating linguistic variations based on cultural backgrounds.
3. Gender: Distinct variations in terms of address based on gender reflect societal norms related to gender roles. Use of titles such as "Mr." (for men), "Mrs." (for married women), or "Miss" (for unmarried women) are examples of greetings that reflect marital status or the continuation of traditional gender norms. For example: "Hello Mrs. Fredickson". when a student meet with the lecturer in campus environment the student will greet the lecturer with "Mrs." due to the lecturer gender is woman and has married.

Social Dimensions

Social dimension is one of the aspects of sociolinguistics that examines how language use is influenced by the social context. It consists of four scales: social distance, status, formality, and function. In this research the use of the four scale is being separated into deeper context, such as situational context, power and solidarity, Tone and politeness, and dynamics of address forms.

1. Power and Solidarity: Terms of address reflect power dynamics and solidarity between speakers, with the choice of words creating specific nuances.
2. Tone and Politeness: The selection of terms of address plays a role in determining the tone of a conversation and the desired level of politeness.
3. Dynamics of Address Forms: Terms of address may undergo changes over time, influenced by shifts in social norms and cultural dynamics.
4. Situational Context: The use of terms of address is highly contingent on the situation or communication context, creating variations in formality.

For example, when the student use "Professor" salutation to the lecturer it shows the situational context in academic setting that the student give respect to the lecturer. Here is the greeting by student: "Good Afternoon Professor, how was your day?" In academic settings, the use of the address "Professor" highlights the social dimension of respect for academic status and knowledge.

METHOD

This study employs a qualitative descriptive approach, utilizing an observational instrument to examine the various forms of greetings, social determinants, and social dimensions. Nazir (2013: 10) asserts that researchers employ the qualitative descriptive approach to acquire knowledge or formulate theories throughout a specific research period. The research will take place within the confines of the Widyatama Campus, namely inside a classroom. The observational instrument will be utilized within a classroom setting, specifically in the context of learning, across three distinct courses. Information is collected by directly observing students and lecturers in a classroom

setting, specifically emphasizing the various forms of greetings. Data gathering is conducted using the following steps: (1) Observing and collecting data on the class start time, (2) composing a formal letter to request enrollment in the class, (3) scheduling a meeting and requesting permission from the lecturer to attend the class, (4) participating in the class and actively observing and recording all acquired information.

FINDINGS AND DISCUSSION

Observations were carried out for thirty days through three classes, three courses, and with different lecturers. There were 3 types of greetings found in the classroom. which divided into: 1 polite greeting, 2 data of accommodative greeting. The data analysis classified into 3 types of greetings, the greeting types are polite greeting, social greeting, accommodative greeting. The social factors divided into 4 factors, social class, gender, culture and ethnicity, social status. The social dimension divided into 4, situational context, power and solidarity, tone and politeness, dynamics of address form. The data that will be analyzed are the greetings and found at Widyatama University. This research found that greetings has different functions according to the types. In this research, there are several factors that influence the use of each greetings type. The use of each greeting's types influenced by 3 factors (social class, social status and situational context). The data will show into the conversation form between the Lecturer (L), Student (S), and Students (Ss).

Accommodative Greeting

The conversation happened in the morning inside a class between a lecturer (L) and students (Ss) when the class just begin.

L: "Hello guys! How are you....." (*uttered while entering the class*)

Ss: "Hello sir! I'm good, thank you" (*students' responses to the greeting from the lecturer*)

The conversation above happened inside a class in the morning around 09.50-09.55 when the lecturer entering the class and then start to greeting all the students inside a class and the students replying the greeting. The data above is a greeting between Lecturer and Students when lecturer inside a class. The context on greeting above is, the lecturer just come inside a class then greeting all the students inside the class and the student has the response.

The conversation data between the lecturer and students exhibits characteristics of accommodative greetings. The lecturer initiates the interaction with a casual and friendly greeting, "Hello guys! How are you," expressing interest in the well-being of the students. The student responds politely, "hello sir! I'm good, thank you," indicating a language adaptation that reflects respect for the lecturer. That make this greeting classify as accommodative greeting can be seen from students' response "hello sir! I'm good...", the phrase "I'm good" is generally considered a casual or relaxed expression.

This expression is used to express that someone feels good or fine. In formal situations, a person may be more likely to use expressions such as "I'm well" or "I'm doing fine" to indicate a higher level of formality.

However, it should be noted that language norms may vary depending on the cultural context and specific situation. In some cases, especially in informal situations or between friends, "I'm good" may be considered an appropriate response. So, while "I'm good" tends to be more casual, the context of the conversation and the relationship between speakers of the language can also influence the perception of its level of formality. The lecturer employs a casual greeting, creating a friendly and inclusive atmosphere. The inquiry "How are you?" demonstrates a desire to engage in social interaction and inquire about the student's emotional well-being. The student responds by using the title "sir," reflecting a language adjustment to convey respect and formality. This adjustment creates social harmony between the lecturer and student, aligning with the concept of accommodative greeting that emphasizes language adaptation for effective interaction.

The social factor lies in the choice of words, signalling an egalitarian approach or equality in the relationship between the lecturer and students. Despite the authoritative role of the professor, the use of "guys" creates the impression that they are within the same academic environment, influencing social interactions within the classroom.

The social dimension is evident in the lecturer's intention to communicate positively and create an inclusive atmosphere. This greeting reflects a desire to build a friendly relationship in the classroom, conveying that communication extends beyond academic aspects to consider the social dynamics of learning.

Polite Greeting

The conversation happened in the afternoon inside a class between a Student (S) and a Lecturer (L) when the end of the class and the student want to leave the class.

S: "Sir, thank you for today material" (*Student greet the lecturer before leaving the classroom.*)

L: "yes, and don't forget to do the task for next week". (*The lecturer response and give a reminder to student.*)

The conversation provided demonstrates elements of polite greeting, social greeting, and accommodative greeting, which align with the theoretical frameworks outlined in the literature review. The use of "Sir" and expressing gratitude reflects a formal and polite greeting. The speaker acknowledges the lecturer with a respectful title and expresses appreciation for the day's material, aligning with the principles of polite greeting as per the Politeness Theory.

"Sir, thank you for today's material" the use of the title "Sir" in the student's greeting suggests a degree of formality and adjustment to the perceived status or role of the lecturer. This aligns with the accommodative greeting concept, where the speaker adjusts their communication style to create social harmony. The lecturer, in turn, responds with an academic directive, indicating a dynamic where formality is

maintained. The sentence "Thank you for today's material" is included in the polite category. In this context, students politely thank the lecturer for the material taught that day. The use of the word "thank you" shows appreciation and a polite attitude towards the lecturer's efforts in presenting the material.

The provided conversation involves a polite greeting from the student with elements of social interaction introduced through academic tasks. This conversation data can contribute to the journal by illustrating how various greeting types, informed by sociolinguistic theories, manifest in real-life academic interactions between students and lecturers.

The conversation demonstrates adherence to social factors such as social class and power dynamics, while social dimensions like situational context and tone contribute to the overall dynamic of the interaction.

Social Factor: The use of the title "Sir" by the student implies a recognition of social hierarchy or academic status. Individuals from different social classes tend to employ terms of address that reflect the appropriate level of formality aligned with their social class norms.

Social Dimension: The conversation occurs in an academic context, with a student expressing gratitude for the day's material and the lecturer providing a task for the next week. The use of terms of address is contingent on the situation or communication context, creating variations in formality.

Social Greeting

The conversation happened when the class is over and all the students leave the classroom.

S: "See you next week Sir!" (uttered to the lecturer)

L: "Yes, please" (lecturer respond to the student)

The conversation between the student and the lecturer exhibits "Social Greeting" characteristics in the academic context. The student's use of "sir" demonstrates respect and formality towards the lecturer. It aligns with social greeting theory, emphasizing language adaptation to create social harmony. Simultaneously, the interaction can be viewed through social factors, specifically the variation based on social status. Addressing the lecturer with the formal title "sir" acknowledges social norms related to social status within the academic setting. In specific contexts, this conversation can be considered a form of social greeting that reflects considerations of social status. In this case, the student saying, "See you next week, sir!" can reflect recognition of the lecturer's social status as an authority or more senior figure in an academic context. Even though this expression does not directly contain elements of formality or appreciation, the word "Sir" shows a distinction in status and is more official than everyday conversation. In some contexts, acknowledging social status and planning the next meeting is a form of social greeting that involves elements of social relationships and hierarchy.

Therefore, this greeting can be analyzed as a blend of accommodative and social elements, showcasing the complexity of language use influenced by individual adjustments and broader social considerations. The social factor influencing the given data is primarily rooted in social status. The student's choice to address the lecturer with the formal title "sir" reflects adherence to societal norms that prescribe a level of formality and respect when interacting with individuals of higher status or seniority. In the academic context, where hierarchical structures are often emphasized, status becomes a crucial social factor shaping language use.

In terms of social dimensions, the data is strongly influenced by the situational context, power dynamics, and formality. The situational context, being an academic setting, dictates a certain level of formality in interactions. Power dynamics are evident as the student acknowledges the lecturer's authority through the formal address "sir." Additionally, the formality observed in both the student's greeting and the lecturer's response contributes to the maintenance of a professional and respectful atmosphere, reflecting the social dimensions prevalent in academic interactions.

Polite Greetings: If the observed greetings exhibit language forms and expressions aimed at maintaining politeness, such as using formal titles or expressions of gratitude, they align with theories like Brown's Politeness Theory. Polite greetings reflect efforts to uphold face needs and social norms in interactions, as theorized by Brown.

Social Greetings: If the observed greetings reflect variations influenced by social factors such as age, gender, and social status, they align with theories such as Labov's Social Variables in Greetings. Social greetings acknowledge social dynamics and relationships, showcasing variations in language use based on these factors.

Accommodative Greetings: If the observed greetings demonstrate adjustments in language style to align with the interlocutor's speech, they align with theories like Giles' Accommodation Theory. Accommodative greetings emphasize the role of linguistic resonance and adjustment in fostering social harmony and building rapport.

Social Factors (Labov): The observed greetings may align with Labov's theory by reflecting social factors such as age, gender, and social status. For example, if younger students address older lecturers with more formal greetings, it supports Labov's notion of age-based variations in language use.

Social Dimensions (Holmes): The observed greetings may align with Holmes' theory by reflecting social dimensions such as power dynamics, formality, and tone. For instance, if students use more formal language when addressing authority figures like professors, it supports Holmes' concept of language variation based on power relations.

CONCLUSION

After discussing the data regarding greetings entirely according to the research questions about the types of greetings and what social factors and social dimensions influence them, here is the result of the discussion regarding greetings. In this research, the types of greetings are divided into three: Polite greeting, Social greeting, and

accommodative greeting. There are 10 data analyzed in this research however, after classifying only three data were entered due to the other data had the same classification with those three. therefore, only three are shown here because it can answer both research questions: Polite greeting with 1 data, social greeting with 1 data, and accommodative greeting with 1 data.

The types of greetings used in the academic setting at Widyatama adapt based on the situation. The interactions between lecturers and students at the Widyatama campus encompass a variety of greeting types, reflecting the nuanced dynamics of social interactions within an academic setting. The data illustrates accommodative greetings, where the lecturer initiates casual and inclusive language, fostering a friendly atmosphere. At the same time, students adapt their responses to convey respect and formality. The usage of greetings, especially how students and lecturers greet each other, was examined. The findings showed that polite greetings and expressions of gratitude are standard. Depending on the situation, people use a mix of formal and friendly greetings. Each type of greeting serves a specific purpose, with polite greetings being formal, social greetings creating a friendly atmosphere, and accommodative greetings adapting to different situations.

The research found that social factors like social class, culture, and power dynamics influence the choice of greetings. Understanding these factors is essential in academic interactions. The research sets the stage for future studies exploring language variations and social aspects in different educational settings. The research reveals that polite expressions are expected at the end of classes, social greetings create a friendly start to the day, and accommodative greetings adapt to different contexts. Social factors, cultural diversity, and the situation influence the choice of greeting. This understanding can help improve communication in academic settings.

ACKNOWLEDGMENTS

We wish to thank all the participating students, our linguistic lectures, also English department, Widyatama University who supported the data collection of the study.

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