

Politeness and impoliteness by teachers and students in technology-assisted teaching and learning process

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ABSTRACT

Communication in virtual contexts is often misunderstood, particularly regarding politeness among interlocutors. In online media such as WhatsApp, interlocutors must appropriately use positive and negative politeness strategies. This study aims to analyze the strategies employed by students toward lecturers and lecturers toward students in WhatsApp conversations. It also identifies the dominant strategies and explores the reasons behind their different uses of politeness and impoliteness. The research design is descriptive qualitative, with data consisting of text-based interactions collected through documentation of WhatsApp messages. Analysis was conducted using referential identity techniques. This study applies the theory of politeness from Brown and Levinson, supported by the theory of digital communication from Maricic and Kogetsidis. The findings revealed that students employed seven types of positive politeness strategies and three types of negative politeness strategies, with “considering the interlocutor’s presence” as the dominant one. Lecturers used a wider range of strategies, most frequently interlocutor “using identity markers.” Differences are shaped by social roles, power relations, and communicative goals. Academically, this study contributes to digital pragmatics by showing how politeness is negotiated in asynchronous written communication. Practically, the findings can guide students and lecturers to foster more respectful and effective communication in academic digital platforms.

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INTRODUCTION

Politeness and impoliteness are essential components of human interaction that determine the quality of communication, particularly in formal or hierarchical relationships such as those between students and lecturers. Politeness reflects respect, harmony, and consideration, while impoliteness can create conflict, misunderstanding, or disruption in communication. These two concepts are closely related to the philosophical foundation of pragmatics, which studies language use in context, especially how speakers manage face, power, and social distance.

In real communication, the medium has shifted significantly from traditional face-to-face interaction

to technology-mediated forms. The philosophy of communication suggests that meaning is co-constructed by participants, and the channel of delivery, either online or offline, affects how politeness strategies are perceived and interpreted. This study focuses specifically on online communication, especially through the WhatsApp platform, as the main medium used by students and lecturers to communicate outside the classroom.

WhatsApp has become one of the most widely used communication tools in educational settings due to its accessibility, immediacy, and familiarity among both students and educators (Bouhnik & Deshen, 2014; Gon & Rawekar, 2017). It enables continuous interaction, collaborative discussion, and

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personalized support both inside and beyond the classroom environment (Risman et al., 2022). Moreover, WhatsApp helps build rapport and fosters informal learning channels that complement formal instruction (Fitriani et al., 2020). However, while WhatsApp strengthens connectivity, it also raises challenges related to tone interpretation and professionalism, highlighting the importance of applying appropriate politeness strategies in communication (Kohnke et al., 2020).

Communication is a means of conveying ideas, both individually and in groups (Coninck et al., 2023). Communication goals can only be achieved when all participants share mutual agreement and understanding. With the rise of digital tools, communication is no longer confined to physical interactions but also occurs frequently through digital platforms such as WhatsApp, email, and social media. This study focuses on WhatsApp because it is one of the most widely used applications among students and lecturers for academic communication outside the classroom setting. Communication nowadays occurs both digitally and in person as part of daily interactions in academic and non-academic settings. Virtual communication allows people to communicate without having to make an effort to meet the interlocutor in person. The context of virtual communication is also known as cyber pragmatics (Olshtain & Treger, 2023). Although communication can take place remotely, it can increase the risk of misunderstandings between the speaker and the interlocutor. The interlocutor frequently misses the speaker's intended intention. It is caused by a variety of factors, including the interlocutor's situation and condition when receiving the speaker's message.

According to Leech (1983), learning about meaning and applying it to a speaking context is a pragmatic study. Furthermore, Brown and Yule (1996) stated that pragmatic studies consider various factors, such as who people are talking to, when and where the conversation takes place, and conditions that can influence the speaker's and interlocutor's utterances. Besides, there are some norms of conversation, and one of the norms is politeness. Brown and Levinson (1987) and Maricic (2001) categorized politeness into two types, such as positive politeness strategy and negative politeness strategy.

Politeness is one of the rules or principles that regulate communication (Alsubaie et al., 2023). Virtual communication must still be polite, whether with the closest people or people who are respected and older (Triyono et al., 2023). There are some ways to be polite when communicating virtually, including using clear openings and closings, respecting other people's time, and providing clear context. Polite communication can help the speaker

and interlocutor achieve communication goals while also improving the relationship. However, online communication may increase the risk of impoliteness due to lack of visual cues, immediacy, or emotional distance.

However, in virtual communication settings, people often demonstrate impolite or inappropriate behavior that may lead to misinterpretation or discomfort for the interlocutor. One example of impoliteness is the speaker's use of inappropriate words. The language used in communication must be appropriate for the goal and context employed, as well as the message intended to be sent to the interlocutor. Impolite communication makes communication goals impossible. In addition, impoliteness can lead to conflict and misunderstanding among conversation participants (Kapoor, 2022). In communication, people frequently under-share, which can lead to the meaning they intend to communicate not being delivered effectively. Therefore, when people communicate with each other, impoliteness must be avoided.

The presence or absence of politeness plays a significant role in shaping the quality and clarity of virtual communication (Carolus et al., 2019). It is because the contexts and situations in virtual and face-to-face communication differ, which can impact the meaning obtained by the interlocutor. In other words, the meaning of communication might vary depending on the form of communication used. In addition, several factors can influence meaning in communication, including social power and distance. In addition, the speaker and interlocutor must consider politeness and impoliteness (Warden et al., 2024). By focusing on those elements, virtual communication can be as effective as face-to-face conversation, and the communication goal can be achieved, especially the communication goal created by the speaker.

Politeness and impoliteness in conversation occur frequently, both purposefully and unintentionally. To further comprehend the phenomenon, several academics have conducted studies at both the educational and societal levels. People who often use impolite speech are often ignorant of its influence. People who consider the impact of their words are more likely to utilize polite strategies. One of the reasons for politeness and impoliteness is the speaker's cultural background (Hartini et al., 2023). Another study discovered students are the politest persons in the school setting (Mulyono et al., 2019). Even while students frequently express politeness, another study discovered that students use impoliteness to demonstrate their power (Beschieru, 2021). In terms of digital communication specifically using WhatsApp, much attention has been given to how these strategies manifest in text-based academic

conversations in Indonesia (Bustam, et al., 2024; Lukman, et al., 2024; Shalihah & Winarsih, 2023; Sudar, et al., 2025; Qowiyuddin, et al., 2023). However, a direct comparison between the politeness and impoliteness strategies used by both students and lecturers which highlighted how digital communication reflects hierarchical relationships and power dynamics in academic contexts has not been widely discussed. To address this gap, this study explores the types and patterns of politeness and impoliteness strategies employed in WhatsApp conversations between students and lecturers.

The findings of this study are critical, especially for students and lecturers because they emphasize the necessity for respectful and proper language use both online and in face-to-face encounters. The purpose of this study is to describe the positive and negative politeness strategies utilized by students toward lecturers, as well as vice versa. One of the most significant issues faced during this study was the difficulty in accurately capturing and analyzing the nuances of language used in online communication. This study assists all academics, particularly students, by revealing polite and impolite languages that should not be employed with lecturers and providing language development opportunities for people. To reinforce its contribution, the study was guided by two research questions: (1) What types of positive and negative politeness strategies are used by students when communicating with lecturers via WhatsApp? and (2) What types of positive and negative politeness strategies are used by lecturers when communicating with students via WhatsApp? These questions provide a foundation for understanding how digital communication reflects social relationships and power dynamics in academic settings.

METHOD

This study adopted a descriptive qualitative design (Murdiyanto, 2020; Sugiyono, 2020). The descriptive qualitative approach was chosen because the aim of this study is not to measure variables statistically but to explore, describe, and interpret the linguistic strategies of politeness and impoliteness in their natural digital context. This design is appropriate to capture the complexity of interactional features in WhatsApp conversations, where meaning is negotiated through text-based communication. A qualitative framework also allows the researchers to highlight the nuances of social relationships and communicative goals embedded in students' and lecturers' written exchange (Sahayu et al., 2025).

Data Collection Process

The data were collected from WhatsApp conversations between ten students and their lecturers. The researchers employed documentation techniques, which involved three steps: (1) collecting the chat history, (2) selecting and categorizing relevant excerpts that contained politeness and impoliteness strategies, and (3) transcribing them into a research document. WhatsApp was chosen because it is the most frequently used medium of academic communication outside formal classrooms, allowing researchers to access authentic interactions that represent students' and lecturers' real voices in the learning process.

Research Instruments

The main instrument in this study was the researcher as the key human instrument, while documentation sheets served as supporting tools to ensure systematic data management. The sheets guided the classification of speaker identity (student or lecturer), context, and communicative intention in each excerpt. Data were analyzed using the referential identity technique (Sudaryanto, 2015), which was appropriate for linking linguistic forms in WhatsApp messages with their pragmatic and social meanings in interaction.

Data Analysis and Credibility Checking

The data analysis followed an inductive process using the referential identity technique (Sudaryanto, 2015). First, the WhatsApp messages were read repeatedly to gain familiarity and to identify linguistic forms that potentially reflected politeness or impoliteness. Second, excerpts were classified and interpreted based on their referential meaning, that is, the relationship between the linguistic expression and the social function it served in interaction. This process allowed the researchers to connect specific forms (e.g., greetings, apologies, requests) with their pragmatic functions (e.g., showing respect, minimizing threats). Third, the identified strategies were compared across student and lecturer data to reveal recurring patterns and dominant strategies. To ensure credibility, data categorization was cross-checked by two researchers (investigator triangulation), and peer debriefing was conducted to confirm the validity of interpretation. Representative excerpts were also included in the findings section to enhance transparency and confirmability.

FINDINGS AND DISCUSSION

This section presents the data analysis results regarding the types of positive and negative politeness strategies used by students when communicating with lecturers via WhatsApp and the

types of positive and negative politeness strategies used by lecturers when communicating with students via WhatsApp.

The findings show that both students and lecturers employ positive and negative politeness strategies in their WhatsApp communication. Students commonly use strategies such as considering the interlocutor's presence, looking for agreement, involving humor, being positive, fostering freedom, minimizing threats, and minimizing introduction. Meanwhile, lecturers also utilize positive politeness strategies like using identity markers, avoiding conflict, and communicating exaggeratedly.

The data collected are in the form of written WhatsApp messages rather than spoken utterances. Therefore, the appropriate term to describe these data is "messages" or "written expressions" instead of "utterances." This adjustment emphasizes the nature of the data as written communication in a digital context rather than oral speech.

Types of positive and negative politeness strategies used by students when communicating with lecturers via WhatsApp

Students apply various positive and negative politeness strategies when communicating with lecturers through WhatsApp. These strategies are used to show respect, avoid misunderstanding, and maintain good relationships. The findings show that students commonly use strategies such as considering the interlocutor's presence, looking for agreement, involving humor, being positive, fostering freedom, minimizing threats, and minimizing introduction.

Considering the Interlocutor's Presence

Considering the interlocutor's presence is one positive politeness strategy (Dorst et al., 2024). It is extremely crucial since communication occurs between two parties, and all parties must respect one another's existence. Considering the interlocutor's presence is done using words that are polite and do not contain elements of coercion. Table 1 demonstrates one example of considering the interlocutor's presence.

Table 1
Considering the Interlocutor

Utterance	Context	Intention
"Assalamualaikum Wr. Wb. Selamat pagi, Ibu. Semoga Ibu dalam keadaan sehat selalu. Mohon maaf sudah mengganggu waktunya. Saya X, mohon izin bertanya, apakah hari ini Ibu berada di jurusan? Saya hendak bertanya daan bimbingan terkait dengan skripsi saya mengenai BAB IV secara langsung kepada Ibu Y. Apakah Ibu Y berkenan? Sekian, mohon maaf dan terima kasih. Wassalamu'alaikum Wr. Wb. 🙏 " ["Assalamualaikum, Wr. Wb. Good morning, ma'am. I hope you are always in good health. I apologize for disturbing your time. I am X. May I ask, will you be at the department (office) today? I would like to ask you (Mrs. Y) directly for guidance on CHAPTER IV of my thesis. Would you be willing? That's all. My apologies and thank you. Wassalamualaikum. Wr.Wb. 🙏 "]	The student asks about the lecturer's availability and willingness to provide final assignment assistance.	Respect and keep the feelings of lecturers by considering the interlocutor's presence.

Table 1 shows positive politeness as evidenced by the words "Assalamualaikum, Wr. Wb. I hope you are always in good health" which is the introductory sentence of the speaker's greeting to the lecturer. This line shows positive politeness because it includes good intentions. The speaker also apologizes in advance if the speaker interrupts the lecturer's time, as stated in the statement "I apologize for disturbing your time". It demonstrates the speaker's respect, as the speaker is concerned

that the message sent will disrupt the lecturer's schedule. It seeks to create a positive communication relationship with the lecturer. The speaker introduces himself first with "I am X," knowing the message speaker's name is critical before responding to ensure that the lecturer does not misinterpret the communication's content. It is because one speaker and another speaker may say the same thing. Another positive politeness expression is "May I ask, will you be at the

department (office) today? I would like to ask you (Mrs. Y) directly for guidance on CHAPTER IV of my thesis. Would you be willing?”. It is to ask about the lecturer’s availability and willingness to provide guidance and meet in person. It is important since individuals have busy lives, and asking for other people’s willingness to be met can also make the person give an answer of their willingness. Furthermore, the statement indicates that the speaker did not force the lecturer. Before ending the message, the speaker added the sentence, “That’s all. My apologies and thank you. Wassalamualaikum. Wr. Wb. 🙏” to apologize and say thank you for accepting the message. It is also important, so the lecturer understands that the speaker wishes to end the message and is awaiting the lecturer’s response. Clear communication can help both the speaker and the lecturer avoid misunderstandings (Dippold, 2023). Clear communication and good respect are also essential especially when communicating with older people.

Consideration of the interlocutor’s presence is critical since it can demonstrate manners and respect, particularly to older persons. Apart from greeting, thanking is a type of positive politeness, particularly among students toward lecturers (Lee & Lee, 2022). In addition, considering the interlocutor’s presence demonstrates appreciation for each other’s activity. As a result, it is done

without imposing pressure on both parties involved in the communication, so the communication can be conducted well, and all parties can do the activities.

Considering the interlocutor’s presence is critical in online conversation, particularly via WhatsApp. Using this expression when messaging a lecturer for direct consultation or to ask a question, the essence of the message is not directly revealed; instead, the communication begins with an opening and request information. It is a positive politeness carried out by students. Moreover, including the lecturers’ availability by first asking for their willingness is another way to consider the interlocutor’s presence. In other words, taking the interlocutor’s presence into consideration is critical for developing a positive relationship with lecturers via virtual communication.

Looking for Agreement

Looking for agreement is an example of positive politeness. It seeks to get an agreement amongst both participants of the conversation (Jia & Yang, 2021). Looking for agreement might help speakers avoid conflict because they all have the same decision or agreement. There are several ways to obtain agreement, and one of them is through compliments. It can be followed with inquiries to obtain an agreement. Table 2 shows an example of looking for agreement.

Table 2
Looking for Agreement

Utterance	Context	Intention
“Halo “Wah menarik ini ibu. Datanya kuantitatif atau kualitatif? 🙏” [“Wow, this is interesting, ma’am. Is the data quantitative or qualitative? 🙏”]	Discussing the topic of article writing. The lecturer presented one topic namely “ecolinguistics”.	Looking for agreement about the writing method.

Table 2 indicates that the interlocutor agrees. It is demonstrated by the compliment, “Wow, this is interesting, ma’am.” This praise indicates that the speaker agrees with the topic provided by the speaker. With this agreement, the possibility of conflict between the two parties is reduced because no differences arise (Warden et al., 2024). Looking for agreement is a part of positive politeness, which can be accomplished by utilizing positive words like praise. This is done by the interlocutor, who compliments the topic proposed by the lecturer.

Table 1 also demonstrates that the speaker is respectful to the lecturer because the words employed to obtain agreement are words of praise. In addition, after expressing agreement, the speaker asks a follow-up question to establish a more detailed agreement on the writing method that will be employed. It can also prevent a conflict between

the two parties because the speaker expresses the agreement first, followed by questions to establish a new agreement. In other words, positive politeness can be utilized to achieve agreement in a conversation, especially a conversation conducted virtually (Wang et al., 2024).

Involving Humor

Involving humor is a positive politeness strategy that can be employed in communication to entertain the interlocutor. Humor may make a conversation more fascinating and provide a more comfortable opening to a topic (Sahayu et al., 2022). In addition, using humor can boost the mood of the conversation participants, ensuring that the conversation continues smoothly (Gurillo, 2021). Table 3 shows humor in a conversation.

Table 3
Involving Humor

Utterance	Context	Intention
“Sama bu saya juga kangen cerita cerita dengan Ibu 🤗👋 Iya bu sekarang saya gendut banget hampir bulet spt bola bu, 🤔 beda dengan pas masih kuliah.” [“Same as me, ma’am, I also miss exchanging stories with you 🤗👋 Yes, ma’am, now I am really fat, almost as round as a ball, ma’am, 🤔 (now I am) different from when I was in college.”]	The student who took leave last semester intended to meet the lecturer and was asked about the condition.	Involving humor when chatting with a lecturer.

Based Table 3, the speaker uses humor during the conversation. The humor is part of the positive politeness strategy because the speaker can make the interlocutor laugh and does not intend to insult her. It is demonstrated by the speaker’s usage of a laughing emoticon, which reinforces the humor and clarifies that the words used are a joke. An emoticon has a certain meaning in a sentence of conversation. The speaker utilizes humor by stating that she is fatter than previously and looks like a ball, which is designed to express a fact while making the other person laugh since the speaker compares herself to a ball.

Although the data contains words that compare something to something else, the words are intended to be humorous, and the speaker is not comparing

others. In other words, the speaker compares herself, so the speaker does not offend her interlocutor. The humor also demonstrates the speaker’s close relationship with the lecturer. It is demonstrated by the speaker’s willingness to employ humor. People who are close to others will be more willing to employ humor in the conversation (Shams et al., 2024).

Being Positive

Being positive is one method to express positive politeness to others. Being positive can make the interlocutor pleased because the words used might convey optimism and admiration. Being positive promotes hope for oneself and others. Table 4 demonstrates an example of being positive.

Table 4
Being Positive

Utterance	Context	Intention
“Iya Ibu, insyaallah saya tetap semangat meraih cita-cita saya, dan tidak akan lupa akan pesan pesan Ibu, sehat sehat ya Bu .. sukses selalu 🤗.” [“Yes ma’am, God willing, I will still be enthusiastic about achieving my dreams, and (I) will not forget your advice, stay healthy, Ma’am... (I hope you) always be successful.”]	The student intends to look for side job opportunities and asks for advice from the lecturer.	Giving positive affirmation

Table 4 shows that the speaker is demonstrating a positive trait, which is one of the positive politeness strategies. It is demonstrated by the utterance, “I will still be enthusiastic about achieving my dreams”. The utterance is positive since it involves motivation directed at the speaker. Besides, being positive can make the speakers achieve their life goals. Being positive can also make the interlocutor happy, as the speaker can pick up on positive energy. In other words, being positive can help both speakers reach their communication goals (Bodie, 2023).

Positive words can help speakers boost productivity and attain the goals that they set for themselves (Ortegón et al., 2023). The evidence shown indicates that the speaker intends to try to achieve her goals. In other words, the speaker will be more productive. Being positive also indicates that the relationship between the lecturer and the student is good because people will convey positive words to the people who are familiar with them. This is evidenced by the wishes expressed and the love emoticons used to finish sentences in the conversation.

Fostering Freedom

Fostering freedom is a negative politeness strategy that allows speakers to accept or reject the offer made. Fostering freedom becomes negative because it occurs as a result of the speaker's unpreparedness to do something that has been presented before. It is

also possible to state that fostering freedom is carried out in order to avoid burdening others with the consequences of the speaker's mistakes (Mishra et al., 2022). Table 5 shows the example of fostering freedom.

Table 5
Fostering Freedom

Utterance	Context	Intention
"Assalamu'alaikum. Bu, ijin bertanya. Apakah Ibu di kantor? sy ingin bimbingan skripsi hari ini? Apakah bisa, Bu?" ["Assalamualaikum. Ma'am, allow me to ask. Are you (currently) at the office? I would like to have my thesis guidance. Is that possible, ma'am?"] "Sy di kantor spt biasanya, boleh, masuk saja ke ruangan saya. Mumpung msh jam 10 siang, jam 12 sdh ada yg mau bimbingan juga." ["I'm at the office as usual, yes you can, just come into my office. It is still 10.00 o'clock (now), and at 12.00 o'clock, there will be other(s) who are going to (have their thesis) guidance too."] "Maaf Bu, saya masih di kost an. Bagaimana kalo jam 13, Bu?" ["I am sorry ma'am, I'm still at my boarding house (now). How about 13.00 o'clock, ma'am?"]	The student wished to receive guidance that day, but she had not prepared. Evidently, she is still at home and wishes to receive advice based on her readiness, specifically at a later guidance hour (13 o'clock).	Asking for a guidance by fostering freedom.

Based on the data in Table 5, it can be seen that the speaker allows the interlocutor to reject or accept the options provided. It can be seen in the utterance "I am sorry, ma'am, I'm still at my boarding house. How about 13 o'clock, ma'am?". In the utterance, the speaker does not force the interlocutor to choose the option, despite having realized that the option exists since the speaker is still not ready to go to the campus. One strategy for implementing a negative politeness is to provide options through questioning and fostering freedom for the interlocutor. In other words, the speaker keeps polite to the lecturer and tries to achieve communication goals while fostering freedom.

Fostering freedom allows the speaker to maintain a positive relationship with the interlocutor while also preventing the interlocutor from being

offended by the speaker's faults. It is also because, by fostering freedom, the speaker recognizes that the decision belongs to the interlocutor, who becomes the lecturer and guides her. In this way, the lecturer still feels valued and is not forced to make decisions based on the student's preferences.

Minimizing Threats

Minimizing threats is a negative politeness strategy that speakers can adopt to avoid hurting the interlocutor. One of the goals of minimizing threat is to critique the interlocutor (Hazlett, 2022). It can be accomplished by asking questions, even if the primary aim is to deliver critique. Table 6 shows an example of minimizing threat.

Table 6
Minimizing Threats

Utterance	Context	Intention
"Selamat siang, Bu. Maaf ijin bertanya, nilai saya C. Kekurangan saya apa ya Bu?" ["Good afternoon, ma'am. Excuse me, may I ask (about) my grade being C. What are my shortcomings, ma'am?"]	The student asks about her grades. The lecturer displayed all of her grades. There were two quizzes she did not complete, and she did not request a follow-up test. The student does not reflect sufficiently on themselves; therefore, they forget not to take the quiz twice.	Asking a question about the score by minimizing threat.

Based on the data presented in Table 6, the speaker minimizes threats to criticize the value acquired from the interlocutor. The speaker accomplishes it by asking the question “What are my shortcomings, ma’am?”. The speaker asks the question politely, and the utterance also demonstrates that the speaker does not directly critique the exam results achieved. It is also part of the negative politeness strategy because the speaker uses minimizing threats to recognize her weaknesses which she can learn from the lecturer’s feedback.

The data also shows that the student did not want to disrupt the lecturer and apologized before asking. By minimizing threats, the student can learn

the reason why the lecturer assigned them the grades that they got and improve them. Furthermore, minimizing threats may provide the conversation partner with a positive perception of the speaker because the speaker takes the initiative to correct her mistakes. Subsequently, minimizing threats can aid both the speaker and the interlocutor in achieving the conversational objectives.

Minimizing Introduction

Minimizing introductions is a negative politeness strategy that can be utilized during communication. Table 7 provides an example of minimizing introduction.

Table 7
Minimizing Introduction

Utterance	Context	Intention
“Selamat siang, Bu. Ijin bertanya, Bu, apakah besok pagi saya bisa bimbingan?” [“Good afternoon, ma’am. May I ask, Ma’am, is it possible for me to have my thesis guidance tomorrow morning?”] “Bisa. Kenapa kemarin tidak datang bimbingan?” [“Yes, you can. Why did you not come to the guidance yesterday”] “Maaf Bu, saya lupa memberitahu Ibu, waktu itu saya ada acara mendadak. Mohon maaf sekali lagi, Bu.” [“I am sorry ma’am, I forgot to tell you, that at that time I had a sudden event. I am sorry, ma’am”]	The student asks a question	Asking about time

One technique to reduce speaker mistakes is by minimizing the introduction. In other words, minimizing introductions is accomplished not just to recognize faults, but also to minimize them, so the speaker is not perceived to have made a major mistake. Besides, minimizing introduction is accomplished to provide simple conversation. It is accomplished by providing less detailed reasons and simply saying apologies.

Types of Positive and Negative Politeness Strategies Used by Lecturers When Communicating With Students Via WhatsApp

Lecturers also apply politeness strategies in WhatsApp conversations to create a friendly,

respectful, and effective academic interaction with students. Based on the findings, the strategies used by lecturers include using an identity marker, avoiding conflict, and communicating excessively.

Using an Identity Marker

Using an identity marker is one approach to demonstrating civility during a conversation. Identity markers can vary, and they are done while maintaining civility. One type of identity marker is using a greeting that makes two or more individuals feel like they are familiar. It still follows the standards of manners. Table 8 demonstrates the use of an identity marker.

Table 8
Usage of an Identity Marker

Utterance	Context	Intention
“Halo Mbak. Di penelitian relevan, pd umumnya jg berisi persamaan dan perbedaan penelitian terdahulu dan yg akan dilakukan. Dg demikian terlihat kebaruan nya/ novelty” [“Hello Mbak. In relevant research, it generally contains similarities and differences between previous and the current study. Therefore, its novelty can be seen.”]	The lecturer gives input to the student regarding relevant research and novelty. In the conversation, the lecturer greets with “Mbak” (usually used for addressing an older sister or a young woman in general). The student is quite senior (in age, not much different from the lecturer’s), so the harmony of communication is maintained by using Greetings “Mbak”.	Giving input by using an identity marker.

Based on the data in Table 8, the lecturer employs identity markers as one approach for demonstrating positive politeness. The speaker's identity marker is "Mbak," which is a term of address in Javanese for an older sister or a young woman of similar or slightly older age, used to show respect. It demonstrates a close relationship between the lecturer and the student. It also demonstrates that, despite the status of the lecturer, the lecturers continue to utilize polite and familiar greetings. Identity markers can be used to demonstrate interpersonal familiarity and politeness (Savic, 2018). Identity markers can also help to prevent unpleasant conversation between lecturer and students due to their respective responsibilities.

Using an identity marker in communication indicates mutual respect and familiarity. The speaker uses the word "Mbak" in the data, which is typically used by younger people to show respect to elderly persons. It demonstrates that the lecturer respects and does not regard students as inferior to them. In addition, the application of identification markers can strengthen the relationship between lecturers and students, and it can make easier it for students to complete their assignment.

When communicating with students, lecturers frequently employ identity markers (Jin & Ruan,

2023). It demonstrates the lecturer's courtesy and respect for the students. Identity markers can also help students feel less fearful of lecturers and more comfortable communicating directly or indirectly. If the lecturer employs rigid language and does not use identity markers, students may feel fearful and anxious about speaking, so the students cannot convey the meaning they want to convey well (Akmese et al., 2024). The identity marker also demonstrates that the lecturers are familiar with the students, as they utilize identity markers that demonstrate positive politeness. It is also because using improper identity markers might lead to impolite speech. Therefore, it can be concluded that the identity markers used by the lecturer show positive politeness.

Avoiding Conflict

Avoiding conflict is a crucial aspect of communication. It is because conflict may make communication objectives unreachable. Avoiding conflict is also a good politeness strategy in communication. In other words, people who avoid conflict in communication are respectful to their speaking partner. Table 9 shows an example of avoiding conflict.

Table 9
Avoiding Conflict

Utterance	Context	Intention
"Betul, Bu. Yogya memang menawan. Sama seperti kota saya Bu, Solo." ["That's right, ma'am. Yogya is indeed charming. Just like my city ma'am, Solo"] "ooo sy salah ya, saya pikir anda tidak dari Solo." ["Oh, I was wrong, I thought you were not from Solo"]	The lecturer talked about the rich culture of the city of Yogyakarta, and asked for the student's opinion about Yogyakarta, as well as asking about one of the characteristics of the city of Salatiga as the lecturer thought the student was from Yogyakarta.	Admitting mistakes to avoid conflict.

Based on the data presented in Table 9, it can be seen that lecturers seek to avoid conflict. It can be seen in the utterance "Oh, I was wrong, I thought you were not from Solo". The utterance demonstrates that the lecturer recognized her mistake despite being regarded as more senior and respected than the student. By avoiding conflict, the truth in communication can be revealed which is the student's hometown. The lecturer prevents conflict by using positive language and admitting her fault without blaming the student. It can improve the interaction between the lecturer and student, even if there are misinformation before the conversation occurs.

The utterance above also demonstrates that the lecturer was not angry with the student despite having incorrect information about the student's hometown. The lecturer admitted her mistake, preventing conflict and ensuring mutual understanding. One strategy to avoid conflict is to

recognize the mistakes one has made and avoid blaming other people. Avoiding conflict can also help people achieve conversational goals (Haile, 2024). A person can avoid conflict and then seek support from others. In other words, it is impossible to avoid conflict if other people disagree. Furthermore, avoiding conflict is a good manners method whether when communicating with young people or older people.

Communicating Exaggeratedly

Communicating exaggeratedly is one method for promoting positive politeness. It can be accomplished by starting a discussion with a compliment or making the interlocutor becomes happy. Besides, Communicating exaggeratedly can help to make the conversation feel less formal (Kogetsidis, 2023). Table 10 shows an example of communicating exaggeratedly.

Table 10
Communicating exaggeratedly

Utterance	Context	Intention
<i>"Halo X. Gmn kbr? Eciyeee jd narsum. Halo X. Gmn kbr? Eciyeee jd narsum.</i> <i>Btw any update tambahan yg PBL kmrn dari X kah?"</i> <i>["Hello X. How are you? Eciyeee, so you are a (source) speaker now. By the way, any additional updates on the PBL yesterday from X?"]</i>	The lecturer wants to ask about the PBL that is being conducted with the student. Before asking the main question, the lecturer praised the student for being a speaker in an event.	Asking a question by communicating exaggeratedly.

The data in Table 10 show that the speaker communicates with the interlocutor exaggeratedly. It is demonstrated by the utterance "*Eciyeee, so you are a speaker now.*" The utterance is an unnecessary type of conversation because it has no impact on the question that will be asked of the interlocutor. However, it is done to improve the conversation and to recognize the speaking partner's accomplishments. With the utterance, the interlocutor can be pleased since her accomplishments are acknowledged by others. Besides, the excessive words used by the lecturer indicate a close relationship between the lecturer and the student.

When the lecturer communicates with the student exaggeratedly, the conversation atmosphere becomes more relaxed, and the student feels less anxious when receiving messages from the lecturer (Chejnová, 2021). One method to demonstrate positive politeness is to communicate exaggeratedly. Furthermore, exaggerated communication can bring the student and the lecturer closer emotionally and foster mutual respect. In a virtual conversation, communicating exaggeratedly is one approach to draw the interlocutor's attention and make the interlocutor feel comfortable while reading the message. It is because a person's feelings might change throughout the virtual conversation.

CONCLUSION

According to the findings, ten strategies were used, including seven positive politeness strategies and three negative politeness strategies. Those strategies were considering the interlocutor's presence, using an identity marker, looking for agreement, avoiding conflict, communicating exaggeratedly, involving humor, being positive, fostering freedom, minimizing threats, and minimizing introduction. Students and lecturers use those strategies to communicate effectively and to avoid disagreement in communication. Therefore, both the speaker and the interlocutor adopt politeness strategies.

Since this study only focuses on describing positive and negative politeness strategies in student-lecturer communications, future researchers can compare the level of politeness between those

parties. Future researchers can also use data collected during face-to-face conversations. In other words, the data that can be used does not originate from Internet media. As a result, the researchers can evaluate the politeness of students and lecturers on two separate platforms, as well as determine the level of politeness of each of them.

The use of WhatsApp as a communication medium in the teaching and learning process has important pedagogical implications. The findings of this study show that the politeness strategies used by students and lecturers in online communication help create warmer, more open, and effective academic interactions. By understanding appropriate politeness strategies, lecturers can guide conversations more wisely, while students can express their intentions while maintaining respect. Furthermore, the use of politeness strategies on the WhatsApp platform contributes to shaping an academic culture that respects hierarchy while encouraging active participation. These implications are essential for creating an inclusive learning atmosphere, especially when face-to-face interaction is limited.

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