Eco-Humanistic Politeness and Addressing Strategies in Lecturer-Student WhatsApp Interactions: A Pragmatic Perspective

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Abstract

This study explores politeness strategies in lecturer-student interactions within WhatsApp course groups, addressing concerns related to impoliteness and misunderstandings. Employing a qualitative research using a descriptive method and a pragmatic approach, the research examines approximately 109 WhatsApp text screenshots from three different professor-student groups. Findings reveal eight distinct politeness strategies, following Brown and Levinson's categorization (1987). The findings revealed that Lecturers demonstrate seven linguistic forms of politeness strategies, while students employ three forms to highlighting power dynamics' influence on linguistic choices. The language speech strategies encompassing direct, positive, and negative dimensions, with both lecturers and students frequently using negative speech. It means that Addressing and Politeness Strategies in Lecturer-Student Interaction on the WhatsApp platform include Forms of Addressing: Lecturer-Student (TS), Student-Lecturer (ST), and Student-Student (SS) is Zero Pronouns is the most frequently-used strategy applied by the Lecturers.

Keywords: *Addressing; politeness strategies; WhatsApp; lecturers; students.*

Introduction

The rapid development of technology has a profound impact on human life. The influence caused a significant change related to social interaction within communication. The development of technologies and the internet results in various social media or social networking sites (SNSs) that allow people to communicate and interact with others comfortably without the limitations of conventional interaction, such as time and space [1]. The emergence of various smartphone messenger applications, such as Messenger, WhatsApp, Facebook, Instagram, Twitter, E-mail, and other messenger apps, marked the change. One of the software programs that students use to communicate with lecturers is WhatsApp. Besides saving internet usage and delivering messages to recipients quickly, the features provided are also complete, for example, sending photos, documents, videos, voice recordings, etc. Students communicate with the lecturer about the tutoring schedule, permission requests, assignments, and lecture information. Communication using WhatsApp includes a form of official obedience. Thus, a student's behavior must comply with the rule of virtue. However, the phenomenon that students often encounter is that they make the mistake of not underestimating their interests out of excessive respect for their lectures.

The ease of communication offered by social networks like WhatsApp should maintain communication ethics. Wahyudin & Karimah stated that communication on social media tends to ignore fundamental things in communication: respect for others, empathy for the interlocutor, and anticipation of the impact of speeches or statements [2]. Based on politeness in communication, speakers and listeners must know who they are speaking to. Are they conversing with their parents, teachers, lecturers, friends, or people younger than them? Differences in age, social status, and position are all factors that influence people's ability to speak [3]. Politeness is an essential aspect of the advancement of pragmatics. The basic concept of politeness in communication Then politeness theory develops and is used as a foundation in research related to communication principles and strategies or social interaction. Linguists worldwide have conducted several studies to discuss politeness strategies in social interactions [4].

The student needs to bear in mind the language chaos when communicating. The attitude of the student to the lecturer is of concern because what is delivered through the tutoring is an academic representation that deserves to be defended. Several scholars or writers have defined politeness in language. Several definitions have been obtained from various sources—politeness is a concept developed by society to reduce friction

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in interpersonal communication [5]. Politeness is merely a strategy to avoid conflict, measured by the effort to avoid conflict situations [6]. Language chaos includes preventing the use of taboo words. Shame also requires the use of euphemisms [7]. Chaos is the use of language according to the scheme, that is, by paying attention to who is speaking and who is being spoken. Speechlessness is also called speechlessness; when discussing politeness in communication, language will be viewed as a human behavior in social interaction [8,9]. It means that politeness is a set of standards of behavior agreed upon by the culture in which it is practiced. Therefore, politeness must be implemented since rudeness creates conflict between teachers and students. Politeness also teaches students how to be polite and redress the contention [10].

Politeness has become a significant issue in the study of pragmatics; the propose of five politeness strategies, namely (1) bold on record, (2) positive politeness, (3) negative politeness, (4) off-record (indirect), and (5) silence. The bald-on-record strategy is used when the speaker wants to convey their utterance as efficiently as possible, and both parties know that no face (image) protection is needed. For example, expressions like "help" would be more effective in emergencies or panic situations than face-protecting phrases like "please help me, if you would be so kind." The latter term reduces the degree of importance of the conveyed information [4].

Indonesia is one of the most active social media users. WhatsApp is used by 41% of the Indonesian population, with an average of 23 application sessions per day and a time spent in the application of eleven minutes [11]. There has been a plethora of employing WhatsApp as a social media communication tool in the educational environment in Indonesia, with a total of 130 million users or 49% social media penetration of its population. WhatsApp is utilized in several Indonesian institutions to communicate information about campus activities, discuss various issues, and collaborate on research projects among students, teaching staff, and campus administration [12,13,14].

In education, such as educational instruction and learning practice, politeness is relevant and essential. During the teaching and learning process, the lecturer communicates with the students using a variety of utterances that demonstrate a politeness strategy. Regarding politeness, it consists of a method for making politeness acceptable in a setting of communication between students and lecturers. Civility is required in a specific community, such as a class since rudeness causes conflict between lectures and students. It indicates that courtesy is used in classroom interactions to foster positive relationships between teachers and students. When analyzing the politeness approach in communication between students and teachers, it is clear that discussing the implications of the politeness strategy adopted by students and teachers is vital in classroom interaction. The politeness technique can be chosen as politeness conduct by the lecturer or politeness behavior by the students to their lecturer. Thus, politeness become one of the crucial issues in education, specifically in a classroom interaction of Lectures and students at Universitas Hasanuddin, Makassar, Indonesia.

In addition to discussing the difficulties in communicating, this study also analyzes addressing. Addressing is the starting point of communication. Addressing exists in all cultures and varies based on age, gender, social status, position, and geographical origin. The form of address used can determine the social relationship between the greeter and the greeter. One common form of addressing used is salutation, which is present in almost every culture. Moreover, addresses can indicate politeness toward individuals engaged in communication, whether face-to-face or in written form. Thus, additions can take the form of titles, family names, job titles, nicknames, or given names [15]. Furthermore, in states, social relationships between speakers and interlocutors consist of vertical power relationships and horizontal solidarity relationships [16].

Addressing is essential and serves as the initial building block of communication; more than addressing alone is required. The verbal exchange of greetings enables conversation participants to signal that they have crossed the border between not being in and being in interaction [17]. It is necessary to have an attitude that positions oneself in specific situations and contexts to facilitate effective communication. Several studies have addressed systems and linguistic politeness, focusing on regional or cultural differences based on various languages and relationships between speakers and interlocutors. These studies mainly explore how the selected addressing forms indicate vertical or horizontal relationships, emphasizing the importance of fostering a harmonious relationship between speakers and their conversation partners. However, this

study goes beyond analyzing vertical and horizontal relationships and also uncovers the politeness strategies employed.

The decent, dignified use of the Indonesian language used in the campus environment, one in the educational environment, reflects the self-quality of the campus citizens, who will then scan on the quality of the college concerned. This applies to both students, lecturers, and college staff. Students are part of campus citizens who have an essential role in building and creating the quality of the campus. Quality, among them, can be seen through the language used by students in interaction with lecturers, both in formal and non-formal situations. Especially the communication between students and WhatsApp social media lecturers. Communication in WhatsApp is a non-formal communication that is now one of the primary media for communicating; the face concept plays a crucial role in social interaction, demonstrating linguistic politeness and reflecting participants' attitudes, both in face-to-face and online contexts [18]. So it is essential to study language skills to gain an idea of how good students are at communication by using the Indonesian language through social media because the violation of language maxims in online media is a sort of Indonesian language discipline; the more polite the information, the more upholding the magnificent Indonesian Language [19].

Several studies have been conducted on Politeness Strategies in Lecturer-Student Interaction on the WhatsApp platform in Indonesia. Some of those studies focused on Politeness in Thesis Consultation by WhatsApp [2], Politeness Strategies in Online Learning Interaction by WhatsApp [20], Students' Politeness to Lecturers in WhatsApp Application Measured Using Leech Maxim [21], The positive politeness strategies used on WhatsApp conversation [22], and Students' Politeness to Lecturers in WhatsApp Application Measured Using Leech Maxim [23].

In recent years, the rapid expansion of digital communication platforms has brought significant changes to the interaction dynamics between lecturers and students. WhatsApp, in particular, has gained popularity as a medium for academic communication due to its accessibility, ease of use, and ability to enable real-time conversations. However, the transition from traditional face-to-face interactions to digital communication has introduced new challenges, especially in the realm of pragmatics, where the subtleties of language use in context are crucial. Pragmatics, which studies how people convey meaning in specific contexts, plays a key role in understanding the nuances of lecturer-student interactions on platforms like WhatsApp. Essential to these interactions are addressing and politeness strategies, which help maintain respectful and effective communication. Addressing strategies reflect the social hierarchy and relationships between individuals, while politeness strategies involve managing face-threatening acts to preserve social harmony and avoid offense. As communication practices evolve with technology, studying these strategies in digital contexts is vital to understanding their impact on educational experiences and relationships between lecturers and students

Those studies highlighted the importance of conducting addressing and politeness studies in the classroom because, based on some of the studies above, they focused on refinement, not managing. Therefore, this study aims to reveal whether addressing and considering politeness strategies fosters harmonious communication relationships and ensures that communication goals are achieved effectively. Therefore, this study aims to indicate whether addressing and considering politeness strategies enables cooperative communication relationships and ensures that communication goals are achieved effectively. Putting together the above overview and this study has important, this study emphasizes Addressing and Politeness Strategies in Lecturer-Student Interaction and following of the research question addressed in the present study is how does the Addressing and Politeness Strategies in Lecturer-Student Interaction in the WhatsApp Platform: A pragmatics perspective.

Literature Review

The current study relies upon the politeness theory proposed by Brown and Levinson (1987). They recommended four politeness strategies: bald on record, positive politeness, negative politeness, and off-record politeness. Bald on-record politeness is seen as the speaker (S) displaying directness and baldness, which often sounds disrespectful and impolite. The method is frequently used with close friends and family. There are five sub-strategies that can be used to allow politeness techniques in interlocutors' communication, such as expressing disagreement (criticism), offering suggestions/advice, requesting,

warning, and employing imperative forms. Some idioms that may describe the usage of the Bald-on-record politeness method are "No one makes your hair stronger" (expressing disagreement or criticism), "Dress like a goddess and god will flock to you!" (providing suggestion or advise), and "Go away!" (using imperative form).

By demonstrating friendship and carrying out shared ground, positive politeness kept the interlocutor's pleasant face. Positive politeness frequently seeks to increase the speaker's and interlocutor's proximity by expressing affection, warmth, and reciprocity. For example, "Jim, you're really good at solving computer problems." "I was wondering if you could just help me with a little formatting problem I've got" addresses the H's interests, wants, needs, and goods. Furthermore, the phrase "I know you like marshmallows, so I brought you home a whole box of them, I wonder if I could ask you a favors..." can be used to claim or presuppose the speaker's knowledge of and concern for the H's desires. The negative politeness method, on the other hand, is focused towards the negative face of the interlocutor by establishing carefulness and distance. It frequently instills a speaker's directions to the interlocutor. In a communication setting, the negative politeness method is preferable because it is more protective of the listener's tranquilly and determination than the speaker's professions of regard. Brown and Levinson propose a number of negative politeness methods, including being direct, not presuming/assuming, not coercing H, not interfering with H, and readdressing what H wants. Finally, an off-the-record politeness technique happens when the speaker allows the interlocutor to interpret any utterances made during the FTA. Because the off-the-record method provides clues, indications, and doubtful information, the utterances might be construed in a variety of ways [14].

In terms of culture, politeness is created in society as a result of culture. Because everyone has a different culture, everyone's level of politeness is likewise different. Politeness is a rule that is developed and followed by people when they interact. "Manners" refers to politeness. It teaches people how to communicate within their community. People should abide by the rule. As a result, when people break the rules, the society will punish them socially. They will be labelled as arrogant, self-centered, and even uncivilized [15]. Politeness in conversation was once utilized to attain a single aim. The goal is to save the image (face) of both the speaker and the hearer in communication. Image (face) is the speaker's and hearer's self-esteem. It is believed that when the face is saved, both the speaker and the hearer maintain the relationship.

Material and Method

The methodology of this study employs a qualitative research design with a descriptive method combined with a pragmatic approach to explore addressing and politeness strategies in lecturer-student interactions within WhatsApp course groups. The descriptive method is a research method conducted solely based on existing facts or phenomena that empirically exist among its speakers, resulting in a linguistic description of what is observed [25]. Observation is obtaining data by actively observing utterances [26]. Grounded in Brown and Levinson's theory of politeness, the study focuses on identifying and analyzing politeness strategies and their relationship to social hierarchy and interpersonal relationships. Data were collected from a corpus of 109 WhatsApp screenshots, representing conversations between lecturers and students from three different professor-student groups at Universitas Hasanuddin. To ensure diversity and representativeness, these groups were selected based on criteria such as course level (undergraduate and graduate), academic discipline, and lecturer-student ratio. The analysis of this research data is a process of finding and compiling data to be obtained from written test results and interview results, with how to reduce data (i.e., activities that refer to the selection process, the concentration of attention, simplification, abstraction, and transformation of raw data in the field), present, i.e., organized and categorized data sets so that possible to conclude such data), and extrapolate from the data that has been collected and verify those conclusions [27].

The data collection process involved systematic observation, recording, and categorization of interactions, with qualitative data analysis. The analysis was conducted in three phases. First, the collected data were coded and classified according to Brown and Levinson's framework, with additional categories such as tone, discourse markers, and the use of non-verbal elements like emojis. Second, a contextual analysis was

performed, examining each politeness strategy within the social relationships of the speakers, considering factors such as age, academic status, and cultural background. Thematic analysis was used to identify patterns and themes related to the use of politeness strategies. Third, quantitative measures were integrated to complement the qualitative findings, including frequency counts of specific politeness strategies and correlation analyses to explore relationships between strategy use and demographic variables like gender and age.

Ethical considerations were carefully observed, with participants informed of the study's objectives and providing consent for their WhatsApp conversations to be used for research purposes. Data were anonymized to protect participant privacy, and ethical approval was obtained from the university's review board. To ensure validity and reliability, the study employed triangulation by cross-referencing data from different groups and comparing the results with existing literature on politeness strategies. Member checking was also conducted, allowing participants to review preliminary findings and provide feedback. The study acknowledges potential limitations, including the reliance on text-based data that may not capture the full range of communicative nuances present in face-to-face interactions. Additionally, while the sample size was diverse, it may not fully represent the broader student population, suggesting that future research should expand the scope to include more varied contexts. This revised methodology aims to provide a more robust framework for exploring politeness strategies in academic communication on digital platforms. The data were anonymized to protect privacy, and the study received ethical approval from the university's review board. This sampling strategy ensures the collection of diverse and representative data, providing a robust foundation for analyzing addressing and politeness strategies in academic communication on digital platforms.

Data Analysis

RESULT

From the observation, documentation, and screenshot techniques, this study finds some interaction forms of addressing and politeness strategies in WhatsApp course groups; they are the interaction between Lecturer-Student (TS), Student-Lecturer (ST), and Student-Student (SS). The findings of this research include the forms of addressing and politeness strategies used in interactions between lecturers and students in the WhatsApp group for the course. The data analysis has identified the forms of addressing used. The addressing methods observed include kinship terms, pronouns, personal names, zero forms, noun forms, verbal forms with pe + v (verbal), rank/job title forms, and pronouns accompanied by personal names. In addition to the forms of addressing, the data analysis also indicates three types of language strategies used, namely direct strategies, negative politeness strategies, and positive politeness strategies. The analysis results of the forms of addressing can be seen in Table 1 below.

Table 1. Forms of Addressing: Lecturer-Student (TS), Student-Lecturer (ST), Student-Student (SS)

Number	Forms of Address	Relationship Pattern			Sum
		TS	ST	SS	
1.	Kinship Titles	10	26	8	44
2.	Pronouns of Address	8	-	-	8
3.	Personal Name Titles	6	-	3	9
4.	Zero Pronouns	17	-	-	17
5.	Other Noun Titles	6	-	-	6
6.	Title Prefixes (V)	3	-	-	3
7.	Rank/Position Titles	5	13	-	18
8.	Pronouns of Address + Personal Name Titles	-	-	6	6
	Sum	**53**	**38**	**17**	**109**

The data in Table 1 indicate that the frequencies of interactions or forms of addressing in the WhatsApp group were predominantly performed by TS (48%), followed by ST (34%), and SS (15%). This suggests that lecturers employ a wider variety of addressing forms compared to students, with lecturers using seven different forms of address while students use only three. Among the forms of addressing utilized by lecturers, the zero form was the most frequently employed, occurring 17 times, followed by kinship terms with 10 occurrences, pronouns with 8 occurrences, personal names and noun forms with 6 occurrences each, rank/job titles with 5 occurrences, and actor + verb forms with 3 occurrences. This finding lies in its detailed examination of addressing forms within a digital communication context, specifically on the WhatsApp platform, which is underexplored in existing literature. By identifying the specific addressing strategies used by lecturers and students, this study highlights the unique dynamics of power and politeness in virtual educational environments, providing new insights into how traditional concepts of hierarchy and respect are navigated in modern, technology-mediated interactions. This contributes to a deeper understanding of linguistic behavior in digital academic settings and offers a fresh perspective on the adaptation of addressing and politeness strategies in an evolving communication landscape.

The distribution of interactions or forms of addressing within the WhatsApp group is visually represented in the following diagram. This diagram provides a detailed breakdown of the percentage of each type of addressing used by participants, offering a clear depiction of how often different forms of addressing are employed in communication between lecturers and students, as well as among students themselves. By examining this diagram, one can gain a comprehensive understanding of the interaction dynamics within the group, including the relative frequency of each addressing form and its significance in maintaining effective communication within the digital learning environment.
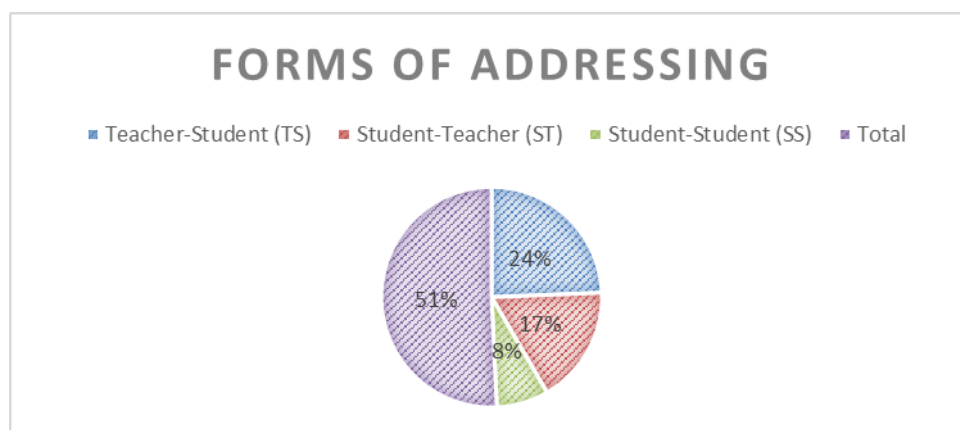

Diagram 1. Form of Addressing

The findings of this study clearly illustrate that the greater and more varied use of addressing forms by lecturers compared to students is primarily influenced by the power dynamics inherent in the lecturer-student relationship. Lecturers, who occupy a more powerful position, employ a wider range of addressing forms, such as direct strategy, positive politeness strategy, and negative politeness strategy. In contrast, students, aware of their subordinate position, tend to limit themselves to more respectful forms of addressing, predominantly using kinship terms and rank/job titles. This pattern of usage reflects the students' recognition of their lower status and their cautious approach in communication, as they avoid more assertive or direct forms of addressing that could be perceived as impolite or disrespectful. Moreover, the study highlights that lecturers' use of varied politeness strategies, including the direct strategy, is directly linked to their higher social and institutional standing. The direct strategy, often considered less polite, is employed exclusively by lecturers, emphasizing the hierarchical nature of their relationship with students. On the other hand, students primarily rely on positive and negative politeness strategies, further indicating their intent to maintain respect and social distance in their interactions.

This research lies in its in-depth exploration of addressing and politeness strategies within the context of digital communication, specifically in WhatsApp groups used for academic purposes. While previous

studies have examined these strategies in traditional classroom settings or other communication platforms, this research uniquely focuses on how power dynamics shape communication behavior in a modern, technology-mediated environment. The study's detailed categorization of addressing forms and politeness strategies offers new insights into the adaptation of these linguistic tools in virtual learning settings. By examining the distinct patterns of communication between lecturers and students, this research contributes to the understanding of how traditional concepts of hierarchy, respect, and politeness are navigated and maintained in digital interactions, providing a fresh perspective on the evolving landscape of academic communication.

Kinship Addressing

Kinship addressing are addressing that indicate a familial or kinship relationship, typically marked by words like "bapak" (father), "ibu" (mother), "kakak" (older sibling), and "adik" (younger sibling) with their shortened forms "pak," "bu," "kak," and "dik." The data analysis shows that the kinship addressing most commonly used by lectures towards students are "dek," "nak," and "ananda." In contrast, students use "bapak," "Pak," "bu," "ibu," and "bunda" as kinship addressing towards lectures, for example:

Excerpt 1 Kinship addressing

L: Assalamu Alaikum Dek. Silakan daftar di Sikola. Untuk memilih groupnya masing-masing!.

Assalamu Alaikum, Dek. Please register at Sikola to choose your respective groups!

S: Walaikumussalam Warahmatullahi Wabarakatu. Baik Bu.

T: Walaikumussalam Warahmatullahi Wabarakatu. Okay, Bu.

The term "dek" is a derived form of the kinship term "adik" (younger sibling) used by lecturers towards students. The term "dek" is typically used by older speakers towards younger interlocutors. In line with the context, the lecturer instructs students to use or register at Sikola. Sikola is one of the online learning platforms used at Hasanuddin University. The directive speech act falls under the category of a directive speech act, and the lecturer chooses to employ the negative politeness strategy by using hedging expressions to soften the speech act, thus making it more polite. Using such speech act forms, the speaker utilizes the negative politeness strategy. The speech act of instructing is one of the speech acts that can threaten the face of the interlocutor. Hence the speaker employs hedging expressions like "silakan!" (please) in the above data, as well as "kalau" (if) in the following example:

Excerpt 2 Kinship addressing

L: Iyya nak, harus karena jauh kalau pergi ambil daftar hadir ketika kuliah berjalan memerlukan beberapa menit [...]

Mom, it's necessary to go and get the attendance list during class because it takes a few minutes to walk there […]

S: Baik, ibu. Untuk pertemuan selanjutnya akan saya ambil memang sebelum pulang, ibu 🙏

Alright, I will make sure to get it before leaving for our next meeting, Mom.

The use of the term "nak" by the lecturer towards the students when instructing them to take the attendance sheet before the lecture starts signifies that if the attendance sheet is only collected after the lecture has begun, it would require more time or a different location to manage it, which is far from the lecture room. The term "nak" indicates an age difference, although there is a tendency for the speaker to establish familiarity with the student. The use of the term "nak" signifies an age difference, but there is a tendency for the speaker to create closeness with the interlocutor. However, with the presence of words like "silakan"

(please) and "kalau" (if), it indicates the choice of using the negative politeness strategy. The forms of kinship addressing used by students towards lectures include "bapak" (father), "pak" (sir), "bu" (ma'am), "ibu" (mother), and "bunda" (mom). These forms of addressing are commonly used when addressing an older or more senior interlocutor, such as in the relationship between lectures and students.

Excerpt 3 Kinship addressing

S: Assalamualaikum warahmatullahi wabarakatu, maaf menganggu waktu istirahat Bapak. Saya ingin menanyakan apakah perkuliahan mata kuliah […].

Assalamualaikum warahmatullahi wabarakatu (greetings), sorry to disturb during your break, Bapak, I would like to ask if today's […]

L: Iya, bpk belum kuat k kampus nak. Jadi, insya Allah kita kuliah daring (online) lagi.

Yes, I'm not yet fit to go to campus, so, God willing, we will have an online class again.

The kinship addressing "Bapak or bpk" is used by students towards lectures as a formal address to show respect. The speech act in the WhatsApp group regarding the mode of class delivery, whether online or offline, indicates a social distance between students and lectures and an age difference. The student's use of the word "maaf" (sorry) serves as a marker of negative politeness. Therefore, the speaker tries to save the negative face of the interlocutor by preserving the interlocutor's freedom of action.

Excerpt 4 Kinship addressing

S: Mohon maaf bu. Izin bertanya apakah matkul nya akan diikuti sampai jam 12? Karena sasjep ada matkul filsafat jam 9.30 bu🙏

Excuse me, Ma'am. Will the course continue until 12 o'clock? Because I have a Philosophy class at 9:30, Ma'am.🙏

L: ikuti pagi saja klu ada kuliah pukul; 9.30 boleh tinggalkan ruangan seminar.

attend the morning session; if you have a class at 9:30, you can leave the seminar room.

S: Walaikumussalam Warahmatullahi Wabarakatu. Baik Bu.

The kinship addressing "bu" is used by students towards female lecturers. The contextual situation underlying the speech act is that the student has a class that is about to start while the previous course has yet to finish. Therefore, the student asks the lecturer for permission to attend the next class. The use of the kinship addressing "bu," which is a shortened form of "ibu" (mother), and the use of the expressions "mohon maaf" (excuse me) and "terima kasih" (thank you), as well as the emoticon, serve as markers of negative politeness to avoid threatening or offending the interlocutor. Therefore, the speaker tries to save the negative face of the interlocutor and show respect to the lecturer.

Excerpt 5 Kinship addressing

S: Tabe bunda, bisa dipindahkan pukul 13.00 karena ada beberapa teman yang di luar Makassar Bunda dan terkendala hujan jadi belum berangkat?

Hi, Bunda. Can it be rescheduled to 13:00 because some friends outside Makassar are facing rain-related difficulties and haven't departed yet?

L: he saya ngajar nak jam 13.00 nak Berarti tidak siap kuliah, saya sudah sampaikan minggu lalu. Sekarang online saja,[…]

I'm teaching at 13:00, so you're not prepared for the class. I already mentioned it last week. Let's have an online session, […]

Another exciting form of address students use towards female lectures is "bunda." The kinship addressing "bunda" is derived from "ibu" (mother) and is complemented by the clitic "-nda," which is a variation of the kinship addressing "ibu" aimed at indicating closeness and familiarity between the speaker and the interlocutor. Using this address, the student tries to reduce the distance between the lecturer and themselves. Using this kinship address, the student employs the positive politeness strategy. However, using the term "bunda" may occur when there is already a close relationship or familiarity between the speaker and the interlocutor. It is not commonly used with someone the speaker has just met.

The findings of this study reveal several key aspects of kinship addressing and politeness strategies in lecturer-student interactions on WhatsApp. Firstly, lecturers utilize a broader range of kinship terms, such as "dek," "nak," and "ananda," whereas students predominantly use terms like "bapak," "ibu," and "bunda." This difference underscores the hierarchical nature of the relationship, with lecturers having more freedom in their language choices. Secondly, both lecturers and students frequently employ negative politeness strategies to soften directives and maintain respect within their communication. Lecturers often use hedging expressions to temper instructions, while students tend to use apologies and formal terms to demonstrate deference. Thirdly, the selection of kinship terms and politeness strategies is heavily influenced by the power dynamics between lecturers and students, reflecting the lecturers' higher status and the students' awareness of their subordinate position. Finally, the use of kinship terms in these interactions is deeply rooted in cultural norms and values, particularly the emphasis on respect and hierarchy in Indonesian society. These cultural elements are maintained even within digital communication settings, providing valuable insights into how language mediates relationships in online educational environments. The study highlights the importance of further exploring digital communication practices across different cultural and institutional contexts.

This research focus on the specific use of kinship addressing within the context of WhatsApp-mediated communication in an academic setting. While kinship terms have been widely studied in face-to-face interactions, this study uniquely examines how these terms are adapted and utilized in digital communication, where non-verbal cues are absent, and the nuances of respect and hierarchy must be conveyed solely through language. By analyzing the intersection of kinship addressing and politeness strategies, this research provides fresh insights into how traditional forms of address are maintained, adapted, or transformed in the virtual learning environment. This contributes to a broader understanding of digital pragmatics, particularly in how power dynamics and cultural norms shape communication in modern educational contexts.

The study concludes that the use of kinship addressing in lecturer-student interactions on WhatsApp is deeply influenced by the power relations between the two parties. Lecturers, occupying a position of authority, employ a wider range of kinship terms that reflect both their higher status and a degree of familiarity with students. These terms are often accompanied by negative politeness strategies to mitigate any potential face-threatening acts. Students, conversely, use more formal kinship terms to address lecturers, emphasizing respect and social distance. Their use of negative politeness strategies, such as apologies and hedging, further indicates their awareness of the hierarchical nature of their relationship with lecturers.

Pronoun Addressing

Pronoun addressing in conversations is usually directed towards the person being spoken to and typically takes the form of second-person pronouns such as "kamu" (you) and "engkau" (you), with shortened forms like "-mu" and "kau," as well as "anda" (you). In interactions between lecturers and students, students rarely use second-person pronoun addressing because addressing the interlocutor with personal pronouns

requires considering the social position and distance between the speaker and the interlocutor. However, the reverse is true when it comes to lectures addressing students. Here is an example of using the pronoun "anda" (you).

Excerpt 6 Pronoun addressing

L: Apakah manfaat penelitian Anda sudah tercakup? Yg teoretis dan praktisnya?

Have you covered the theoretical and practical benefits of your research?

S: Menurut saya baru mencakup praktisnya, Bu

In my opinion, only the practical aspect, Ma'am.

The pronoun addressing "anda" belongs to the second person. Besides "anda," the second person can also be addressed with "kamu." However, "anda" is considered more polite than "kamu." "anda" is usually employed to show respect towards the interlocutor and indicate a clear distance between the speaker and the interlocutor. The word "kamu" can be used by lecturers due to their power, but they employ negative politeness strategies to maintain their interlocutors, which are the students. The use of second-person pronouns in conversations sometimes includes the pronoun "kita" (we), which refers to the first-person plural. However, in the Makassar variety of Indonesian, the use of "kita" to refer to the second person is commonly observed, as seen in the following discourse:

Excerpt 7 Pronoun addressing

L: Mksd saya gedung kelas kita yg kemarin hnya di lantai 1?

The classroom building we had yesterday, was it only on the first floor?

S: Maaf Bu, kurang tau tepatnya di mana🙏

(I'm sorry, Ma'am. I'm not exactly sure where it is.🙏)

The word "kita" is a first-person plural pronoun. This discourse protects the negative face of the student. It is acceptable for the lecturer, who has a higher position (power) than the student, to use the word "kamu" (you). However, to maintain the interlocutor, in this case, the student, the lecturer uses "kita" to be more polite. The lecturer's choice of using the pronoun "kita" indicates the lecturer's preference for employing positive politeness strategies.

The study reveals that pronoun addressing in lecturer-student interactions is significantly influenced by social hierarchy and the need to maintain respect and politeness. Students rarely use second-person pronouns such as "kamu" or "anda" when addressing lecturers, as these terms require careful consideration of social position and distance. Instead, students prefer more formal and indirect forms of address. Conversely, lecturers have more flexibility in their use of pronouns and often employ "anda" to address students, which is considered a polite and respectful form. Additionally, the use of the pronoun "kita" (which usually means "we" but is sometimes used to address the second person in the Makassar dialect) by lecturers serves as a positive politeness strategy to reduce social distance and foster a more inclusive atmosphere in communication.

This research lies in its exploration of the nuanced use of pronouns in digital communication within an academic setting, specifically on the WhatsApp platform. While pronouns are a fundamental aspect of everyday language, this study highlights how their use in lecturer-student interactions is carefully modulated to reflect and maintain the social hierarchy and respect. The research provides new insights into how different pronouns are strategically selected in a digital environment to navigate social dynamics, offering a

fresh perspective on the adaptation of traditional language practices in modern, technology-mediated communication. the study demonstrates that pronoun addressing in lecturer-student interactions is heavily influenced by the social hierarchy, with students opting for more formal and respectful forms of address and lecturers employing a wider range of pronouns depending on the context. The use of "anda" by lecturers, as well as the strategic use of "kita," reflects their awareness of maintaining politeness and reducing social distance in communication. This research underscores the importance of pronoun selection in digital academic communication, where the subtleties of respect and hierarchy are crucial for maintaining effective and harmonious interactions. The findings contribute to a deeper understanding of linguistic strategies in digital learning environments and suggest further exploration of how these strategies evolve in different cultural and technological contexts.

Personal Name Addressing

Personal name addressing involves addressing the interlocutor by their name. Addressing someone by their name usually occurs in relationships that are not symmetrical. Older individuals or those with higher social positions may address their interlocutors by name, but the reverse is rare. Therefore, based on the findings of this research, personal name addressing only occurs in interactions between lectures and students. In contrast, no instances of unique name addressing from students to lectures were found.

Excerpt 8 Personal Name Addressing

L: Assalamu Alaikum. Nama Muhammad Ihsanul kariem boleh kirim secara pribadi ujianny karena tdk bisa terbaca. Yg UAS.

Assalamu Alaikum. The name is Muhammad Ihsanul Karim. Please resend your example privately because it cannot be read.

S: Baik Bu.

(Alright, Ma'am.).

The above discourse uses the personal specific name addressed "Muhammad Ihsanul." This form of unique name addressing is expected when the speaker is older than the interlocutor. In the context of the conversation above, the lecturer wants to directly address the name in the WhatsApp group so that the respective student can quickly resend their exam. Based on the context, the discourse takes the form of a directive, and the directive discourse employs hedging in the form of the word "boleh" (please) to soften the speech and maintain politeness. The use of hedging indicates the employment of negative politeness strategies. Personal name addressing also occurs among students themselves. This happens because they are at the same level or status, making it common to address each other by name.

Excerpt 9 Personal Name Addressing

S1: bikin dlu folder risna, ndg bisa ini

Create a folder first, Risna, I can't do it.

S2: ijin NIM awal dan terakhir_Nama Contoh G055_Risna Syahriani

Permission to use the initial and final student ID_Nama Example G055_Risna Syahriani.

The personal name addressing "Risna" is used by one student to another in the WhatsApp group for the course. The context of the conversation is that the lecturer assigned tasks to be submitted in a specific folder, but one student needs help to create the folder and ask their classmate to do it. The politeness strategy employed by the student is positive politeness, as indicated by the use of the name "Risna." This form of personal name addressing is used because the students are already familiar with each other,

eliminating the threat to face the interlocutor. The study reveals that personal name addressing in lecturer-student interactions on WhatsApp predominantly occurs from lecturers to students, highlighting the asymmetrical nature of their relationship. Lecturers, who occupy a higher social and institutional position, frequently address students by their personal names to facilitate direct communication and ensure clarity in instructions. However, no instances of students addressing lecturers by their personal names were observed, reflecting the students' awareness of the hierarchical gap and their adherence to more formal modes of address. Additionally, personal name addressing is common among students themselves, where the use of names indicates familiarity and equal status, thus employing positive politeness strategies to maintain friendly and collegial interactions.

This research lies in its focused examination of personal name addressing within the context of digital communication in an academic setting. While the use of personal names in direct address is a common linguistic practice, this study uniquely explores how it functions within the power dynamics of lecturer-student relationships on a platform like WhatsApp. The research offers new insights into how personal name addressing is utilized to navigate social hierarchies in virtual learning environments, where traditional forms of respect and politeness are maintained through language, even in the absence of face-to-face interaction. This contributes to a deeper understanding of digital pragmatics and the subtle ways in which language reflects and reinforces social structures in educational communication. the study demonstrates that personal name addressing in lecturer-student interactions on WhatsApp is predominantly unidirectional, with lecturers addressing students by name to assert clarity and maintain control over the communication process. The absence of reciprocal name addressing from students to lecturers underscores the hierarchical nature of their relationship, where students maintain formality and respect through their choice of address. Among students, however, personal name addressing is common and reflects an equal standing, fostering positive and cooperative interactions. This research highlights the role of personal name addressing as a tool for managing social dynamics in digital academic settings, suggesting that the careful selection of address forms continues to play a critical role in maintaining respect and effective communication in online education.

Zero or Null Addressing

Zero or null addressing refers to the absence of addressing or salutations. The use of addressing is a marker of the relationship between the speaker and the interlocutor. However, in particular contextual situations, the speaker may omit any form of addressing. This usually happens when the speaker holds a higher position than the interlocutor, such as between parents and children, employers and subordinates, lecturers and students, etc.

Excerpt 10 Personal Name Addressing

L: Ruangan kuliah hari Selasa FIB 319 dan hari Kamis JSI, Waktunya tetap.

(Tuesday's classroom is FIB 319, and Thursday's is JSI. The time remains the same).

S1: Baik Pak

(Alright, Sir)

S2: Baik Prof.

(Alright, Prof)

A zero addressing refers to an addressing without any accompanying form. In the above conversation, the lecturer conveys classroom information to the students in the WhatsApp group. Although zero addressing is used, the students reply with the discourse, "Alright, Prof." The use of zero addressing is due to a difference in position or age. The strategy employed is direct. Direct strategies have the potential to threaten the interlocutor, but because the choice of words used is still polite and holds power, it is considered

acceptable. The following discourse also utilizes a zero address but with a different politeness strategy. While the previous address used a direct politeness strategy, the discourse below employs a negative politeness strategy.

Excerpt 11 Zero or Null Addressing

L: Materi ajar sudah bisa dilihat pada menu dokumen… Ada tugas I Ejaan 1-49 pada menu tugas… harap dikumpul via sikola pada pekan depan.

(The teaching materials can be found in the document menu... There is a spelling assignment 1-49 in the assignment's menu... Please submit it via Sikola next week).

S1   : Baik Pak.

(Alright, Sir)

S2: Baik Pak.

A zero addressing is due to a position, age, and status difference. The strategy employed is a negative politeness strategy, as indicated by using the hedging word "harap" (please). This strategy suggests a social distance between the lecturer and the students. this research lies in its exploration of "zero addressing" within the context of lecturer-student interactions on a digital platform like WhatsApp. While addressing forms have been widely studied, the concept of zero addressing—where the speaker omits any form of direct address—has received little attention, particularly in the digital communication realm. This study uniquely identifies and analyzes how zero addressing functions as a marker of power dynamics and social hierarchy in virtual academic settings. It provides fresh insights into how speakers with higher social positions, such as lecturers, can effectively use zero addressing as a strategic tool to maintain authority and directness while still adhering to politeness norms, especially in an online environment where non-verbal cues are absent.

The study finds that zero addressing in lecturer-student interactions is a strategic linguistic choice that reflects the power imbalance between the speaker and the interlocutor. Lecturers, who hold a higher status, often omit explicit forms of address when conveying instructions or information, using zero addressing as a means of asserting authority while maintaining efficiency in communication. Despite the directness of zero addressing, it is generally perceived as acceptable due to the inherent power difference. Furthermore, the use of negative politeness strategies, such as hedging, in conjunction with zero addressing, helps to soften the potential face-threatening acts, thereby preserving social harmony. This research underscores the importance of understanding subtle linguistic strategies like zero addressing in maintaining respect and effective communication in digital academic environments

Noun Addressing

Noun addressing involves using nouns such as "sayangku" (my dear) or "sahabatku" (my friend). Based on the data obtained, no such noun addressing was found. These forms of addressing occur in close and familiar relationships, so they are unlikely to occur in formal or semi-formal contexts. These forms of addressing are usually used between parents and children or between romantic partners. On the other hand, noun addressing can also involve using titles such as "mahasiswa" (student), "dosen" (lecturer), "guru" (Lecturer), "karyawan" (employee), etc. The lecturer does not mention the names of specific students who do not understand but uses the term "mahasiswa" (students) in general. In realizing this politeness strategy, there is a more significant opportunity to respect or maintain the interlocutor, considering the differences in power regarding social status and the distance between the speaker (lecturer) and the interlocutor (students). The direct strategy used by mentioning "tidak paham" (do not understand) can threaten the interlocutor's face, but because it holds power, the speech is considered acceptable.

Excerpt 12 Noun Addressing

L: Assalamu Alaikum Wr. Wb. Disampaikan kepada mahasiswa bahwa hari ini, saya masuk memberi mata kuliah Morfologi BI sesuai jadwal dengan system [...]

Assalamu Alaikum Wr. Wb. I want to inform the students that today, I will conduct the Morphology BI class according to the schedule using […]

S: Walaikum sala warahmatullahi wabarokatuh, baik prof 🙏

Walaikum sala warahmatullahi wabarokatuh, Alright, Prof. 🙏

The noun addressing "mahasiswa" (students) is used in the context of the distance between the speaker and the interlocutor. For example, when a lecturer directly addresses students or a rector addresses the lecturer. The noun addressing "mahasiswa" (students) indicates a difference in power in terms of social status and distance between the speaker (lecturer) and the interlocutor (students). The direct strategy used has the potential to threaten the interlocutor's face, but because it holds power, the speech is still considered polite, and the choice of words does not threaten the interlocutor's face.

Agent Noun or Actor Addressing Actor addressing involves addressing the interlocutor with an actor + verb. Actor addressing indicates the activities being carried out by the interlocutor, such as in the context of radio or television broadcasts where the interlocutor addresses the listeners or viewers. In the context of academic activities, for example, students can be addressed as "peserta" (participants) or "peserta mata kuliah" (course participants).

Excerpt 13 Agent Noun or Actor Addressing

L: Peserta kuliah berapa orang?

How many participants are there in the class?

S: Tabe Prof, ada 8 orang, Mohon izin mengirimkan nama-namanya Prof 🙏

Please excuse me for sending their names, Prof. 🙏

The use of the noun addressing "peserta" (participants) addressed to students indicates a difference in power in terms of position, indicating a distance between the speaker (lecturer) and the interlocutor (students). The lecturer asks the students who are programming the course, and the use of the term "peserta" (participants) is commonly used in formal language situations. The politeness strategy used is direct.

Rank and Position Addressing

Addressing related to rank or position usually indicates the position or rank of certain individuals, such as addressing someone with a specific position, such as addressing the rector as "Bapak/Pak Rektor" (Mr. Rector), addressing the dean as "Bapak/Pak Dekan" (Mr. Dean), addressing the department chair as "Ibu/Bu Kadep" (Ms. Department Chair), addressing the class representative as "Ketua Kelas" (Class Representative). Similarly, addressing a professor is often done by using "prof." The form of rank or position adderssings can be seen in the following data:

Excerpt 14 Rank and Position Addressing

L: Assalamualaikum dan selamat siang, mohon ketua kelas absensi 🙏

Assalamualaikum and good afternoon, may I have the attendance of the class representative? 🙏

S: Walaikumsalam warahmatullahi wabarakatuh

Walaikumsalam warahmatullahi wabarakatuh

The form of addressing "ketua kelas" (class representative) is used by the lecturer to address the students in the course's WhatsApp group; in this context, the lecturer asks the students to call their classmates who are present in the class. The class representative is responsible for assisting the implementation of the course. Therefore, any activities related to the course implementation in the class are assigned to the class representative to ensure the smooth running of the learning process in the class. In the above speech, the lecturer uses the word "mohon" (request) as a linguistic marker to soften the demand, so the address belongs to the negative politeness strategy.

The study concludes that noun addressing in lecturer-student interactions on WhatsApp primarily functions as a marker of social hierarchy and power dynamics. While noun addressing forms like "sayangku" or "sahabatku" are typically reserved for close, familiar relationships, they are notably absent in formal academic contexts. Instead, terms such as "mahasiswa" (students) and "peserta" (participants) are used by lecturers to address groups of students, reflecting the formal and hierarchical nature of the relationship. These noun forms are employed to maintain a respectful distance and assert the lecturer's authority, especially when conveying information or instructions. Although the use of direct strategies in noun addressing has the potential to be face-threatening, the inherent power differential between lecturer and student makes such communication acceptable and even expected. Thus, noun addressing serves as an essential tool in navigating the social distance and maintaining the formal tone necessary in academic settings.

Pronoun and Proper Name Addressing

Addressing in the form of pronouns and proper names involves using pronouns such as "saudara" (brother/sister), "bapak" (father), "adik" (younger sibling), "kakak" (older sibling), followed by a proper name, for example, "Saudara Budi" (Brother Budi), "Ibu Mirah" (Mrs. Mirah), "Kak Johni" (Brother Johni), etc. This form of adderssing with pronouns and proper names was only found in interactions between students. An example of using pronouns and proper names can be seen in the following data:

Excerpt 15 Pronoun and Proper Name Addressing

S: Baik, saya atas nama Nurindahwati M. Rajab dengan NIM G011211052 ingin menjawab pertanyaan dari Saudari Nurhafizah JS.

Alright, on behalf of Nurindahwati M. Rajab with student ID G011211052, I would like to answer the question from Miss Nurhafizah JS.

Using pronouns accompanied by proper names is used by students addressing other students in the course's WhatsApp group. In the context that led to this speech, the lecturer appointed one of the presenters to answer the question from a participant in the class. Therefore, one of the presenters answered and mentioned the name "Nurhafizah." The politeness strategy used by the student is negative. Using "Saudari" (Miss) before the proper name indicates the student's attempt to show respect. The mention of pronouns before the correct name tells that the speaker wants to be polite. The study concludes that the use of pronouns accompanied by proper names in addressing within student interactions on WhatsApp is a reflection of both respect and formality. This form of addressing, such as "Saudara Budi" or "Saudari Nurhafizah," is primarily found in student-to-student communication, where it serves to maintain politeness and acknowledge the social dynamics within the group. The inclusion of a pronoun before a proper name, as seen in the provided examples, indicates the speaker's intent to convey respect and formality, especially in situations where the interaction is publicly visible to peers or involves a response to

a formal assignment or question. This addressing form highlights the students' awareness of maintaining a respectful and structured communication style, even among peers, which is reinforced by the educational context in which these interactions occur. The use of such pronouns and proper names helps to ensure that communication remains courteous and that the social hierarchy within the academic setting is respected.

DISCUSSION

Addressing an essential human communication tool influenced by the speaker's language attitudes and perspectives. Their development has shown fascinating dynamics, as they serve as tangible proof of communication. The choice of addressing is assumed to be closely linked to the attitude of the speaker and how he positions himself towards his opponent. In its development, the use of spades has a rather interesting dynamic [28]. These dynamics include the evolution of grinding usage, shifts, and changes. This paper aims to describe the forms used by society, explain the attitudes and structures of the logical use of forms, and explain the actualization and dynamics of using these forms in culture. Furthermore, to obtain variable data defined data populations obtained from a number of subjects, students, assuming that besides they include a rate of extremely productive age in using an issue, it is also possible that they have a wealth of subject forms and/or submissions. Based on the findings, there are 8 types of strategies for interaction between lecturer and students via WhatsApp course group; they are forms of addressing and politeness strategies. The data analysis presented in the table described several types: kinship addressing, pronoun addressing, personal name addressing, zero or null addressing, noun addressing, agent noun or actor addressing, rank and position addressing, pronoun and proper name addressing. The findings revealed that Lecturers demonstrate seven linguistic forms of politeness strategies, while students employ three forms to highlighting power dynamics' influence on linguistic choices. The language speech strategies encompassing direct, positive, and negative dimensions, with both lecturers and students frequently using negative speech. This research is similar to the present study conducted by the researcher on politeness strategies in online learning interaction exploring politeness in WhatsApp text messaging by transcribing, selecting, and interpreting the WhatsApp Text Messaging of the students when giving comments to the lecture's instruction, it is found that there are some expressions such as greetings, Address terms, Thanks, and Apologies applied by students in WhatsApp Text Messaging. Those expressions belong to positive and negative politeness strategies. The positive politeness strategies are dominantly applied by students. These strategies are to minimize threat when giving comments for every instruction created by lecturer. It strengthens that students try to minimize the face threat. They treat their lecturer as the superior person who has power in the class. In short, the harmonious relationship is maintaining even in online learning communication [29].

The study shows that students use polite language, even when using WhatsApp, to communicate with lecturers. WA facilitates communication between students and lecturers, fostering closeness in the teaching and learning process through politeness values. Findings of statistical analysis have shown that Addressing and Politeness Strategies in Lecturer-Student Interaction on the WhatsApp platform include Forms of Addressing: Lecturer-Student (TS), Student-Lecturer (ST), and Student-Student (SS). Politeness is the most frequently-used strategy applied by the Lecturers. Using this strategy, Lecturers attempted to address social distance with the students, which is also suggested by earlier studies [30,31]. In the case of the current research, social space was addressed by lectures of friendly expressions reflected in three categories: claiming common ground, conveying that S and H are in cooperation, and fulfilling H's wants for some X. In addition, the findings revealed that the bald on-record politeness strategy was the second most frequently used strategy employed by the Lecturers.

Within faceless 'communication, as in the digital environment, the Lecturers considered that direct and bald messages would help avoid misunderstanding. Lectures employed four bald on-record sub-politeness categories, i.e., showing disagreement (criticism), giving suggestions/advice, warning and threatening, and using the imperative form. On the other hand, LS Lecturers used to give suggestions/advice, warn and threaten, requesting, and use the critical form. While student-lecturers interaction employed all addressing and politeness strategies, students preferred to use two politeness strategies: kinship title and rank/position

titles. This finding corresponds to an earlier study by Eshghinejad and Moini that suggests EFL learners prefer using negative politeness when sending text messages to their Lecturers. It is interesting that while LS and HS Lecturers attempted to minimize the social distance between themselves and the students, students, on the other hand, preferred to keep such a distance. Students 'high respect towards their Lecturers and the age difference that is applied in Indonesian culture might be seen as critical factors that led to students 'practice of negative politeness strategy [32]. Indonesian EFL learners perceive that the lecturer is in a high position, which affects their choice of negative politeness strategy. This indicates that the role of one 's social status, rank, and position might influence interlocutor's politeness strategy in addition to ethnicity and religion.

Conclusions

In the interactions between lecturers and students, students and lecturers, and students with each other, based on Kridalaksana's theory [33]., 8 out of 9 forms of addressing were found. These include kinship addressing, pronoun addressing, self-name addressing, zero addressing, verb form actor addressing, rank and position addressing, and pronoun addressing accompanied by proper names. The use of addressing by lecturers is more varied than the use of addressing by students. Lecturers use 7 forms of addressing, while students only use 3 forms of addressing. This proves that the power factor influences the speaker's freedom in choosing the form of addressing. Regarding politeness strategies based on Brown and Levinson's theory, direct, positive, and negative politeness strategies were found. Regarding politeness strategies, lecturers also use more politeness strategies than students. Lecturers use direct techniques, positive politeness strategies, and negative politeness strategies. On the other hand, students only use positive and negative politeness strategies; none use direct strategies. Therefore, the choice of politeness strategies in language is also influenced by factors such as power, solidarity, and distance. In addition, the use of non-verbal language in interaction, like emoticons, is also a part of politeness strategies to maintain good interactions between students and the lecturer during thesis consultation via WhatsApp.

As the implication of this study, addressing and politeness strategies differ in the interaction between lecturers and students via WhatsApp. The disparity is due to social status and power held by both parties. In this interaction, the lecturer uses his power and position to maintain 'the distance, 'while the students constantly try to shorten 'the space 'and bring 'closeness to the communication to avoid the hearers. Considering the study limitation in terms of analysis methods and the number of participants, future studies are conducted to explore occurrences of politeness strategies applied in academic contexts. This research emphasizes the importance of appropriate language use in both online and offline learning environments, underlining linguistic finesse as crucial for effective interaction. Educators are encouraged to employ language that enhances engagement, as this study underscores the impact of linguistic choices on the quality of educational interactions, highlighting the significance of linguistic finesse for effective engagement in educational settings. Politeness tactics are suggested in order to utilize language as politely as possible. As a result, it helps lecturers and students learn how to use language in WhatsApp Text Messaging interactions in order to have an effective lesson. The findings also contribute to the literature of politeness studies by enriching politeness theory. Finally, because this study focused on university students' politeness methods in WhatsApp connection, it is advised that future researchers perform research on instructor politeness techniques in WhatsApp interaction.

RECOMMENDATION

Given the limitations identified in this study, several recommendations are proposed for future research to enhance the understanding and analysis of politeness strategies in lecturer-student interactions on the WhatsApp platform. First, it is recommended that future studies employ a longitudinal research design to address the limitation of the short time frame used in this study. By extending the research period, scholars can better capture the evolution and trends in communication patterns, providing deeper insights into how politeness strategies develop over time. Second, future research should consider incorporating a mixed-methods approach that combines both quantitative and qualitative analyses. While this study focused primarily on quantitative data, qualitative methods such as in-depth interviews or focus groups could

provide richer contextual understanding and reveal the underlying reasons behind specific politeness strategies. This approach would allow researchers to explore not only the frequency of politeness strategies but also the motivations and perceptions that drive their use. Third, to address the issue of limited generalizability, it is recommended that future research expand the sample size and include a more diverse range of academic institutions and disciplines. By comparing findings across different contexts, researchers can better understand how cultural, institutional, and disciplinary factors influence politeness strategies in digital communication. Finally, future studies should consider the impact of technological advancements on communication patterns. As digital platforms continue to evolve, it is crucial to examine how new features and tools, such as AI-driven communication aids or new messaging platforms, may alter the dynamics of politeness and addressing strategies in academic interactions. By staying attuned to these changes, researchers can ensure that their findings remain relevant in the rapidly changing landscape of digital communication.

These recommendations aim to provide a more comprehensive framework for future investigations into the complex dynamics of politeness in academic communication, ultimately contributing to more effective and respectful interactions in educational settings.

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