

turnitin unesa1

290 Production

 Project 10

Document Details

Submission ID**trn:oid:::3618:142100657****Submission Date****Jun 8, 2026, 12:09 PM GMT+7****Download Date****Jun 8, 2026, 12:18 PM GMT+7****File Name****similarity erta_10+Layout+Article+176.pdf****File Size****1.8 MB****20 Pages****9,984 Words****59,034 Characters**

*% detected as AI

AI detection includes the possibility of false positives. Although some text in this submission is likely AI generated, scores below the 20% threshold are not surfaced because they have a higher likelihood of false positives.

Caution: Review required.

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (i.e., our AI models may produce either false positive results or false negative results), so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

Strategies of Negative Politeness and Linguistic Realization in Thesis Advising Negotiations Via WhatsApp: A Sociopragmatic Analysis toward Quality Education (SDG 4)

Muhammad Yusi Kamhar*, Kisyani Laksono, Mulyono

State University of Surabaya, Surabaya, Indonesia



DOI : <https://doi.org/10.63230/jocsis.3.1.290>

Sections Info

Article history:

Submitted: March 1, 2026
Final Revised: June 13, 2026
Accepted: July 16, 2026
First Available Online: July 16, 2026
Publication Date: March 27, 2026

Keywords:

Cross-Cultural Pragmatics;
Negative Politeness;
Quality Education (SDG 4);
Sociopragmatics;
Student-Supervisor Interaction;
Whatsapp Communication.

ABSTRACT

Objective: To develop a conceptual framework that integrates negative politeness strategies (Brown & Levinson, 1987) with their linguistic realization (House & Kasper, 1981) in the context of thesis supervision negotiations via WhatsApp. It further examines how power, social distance, and the degree of imposition shape the selection of politeness strategies and their linguistic markers across episodes of digital academic negotiation. **Method:** Employing a qualitative approach, this study adopts a sociopragmatic corpus-based design using a small specialized corpus comprising 37 speech events extracted from WhatsApp interactions between undergraduate students and their thesis supervisors. The data were analyzed through a multi-layered analytical framework linking sociopragmatic variables, negative politeness strategies, and their corresponding linguistic mitigation devices. **Results:** Students consistently constructed request sequences using a multi-stage discourse structure consisting of greetings, apologies, the core request, and expressions of gratitude. Their requests were predominantly realized through indirect strategies (87.9%), accompanied by politeness markers such as respectful emojis (89.2%) and expressions of gratitude (86.5%). In contrast, supervisors typically responded briefly and asymmetrically, with only 29.7% of responses explicitly granting the request, reflecting an asymmetric distribution of politeness marking associated with institutional power relations. **Novelty:** To contribute by integrating negative politeness strategies and their linguistic realizations into a unified multi-layered analytical framework, rather than treating them as separate objects of investigation as in previous studies. It also extends the taxonomy of politeness markers by incorporating multimodal digital resources, particularly emojis, as integral components of negative politeness strategies in digital academic communication. By clarifying how respectful and equitable communication is co-constructed between students and supervisors, this study also contributes to efforts toward Quality Education (SDG 4), particularly in strengthening inclusive and supportive pedagogical relationships in higher education.

INTRODUCTION

Digitization has fundamentally transformed the way the academic community communicates, shifting from face-to-face interactions to various forms of Computer-Mediated Communication (CMC) that transcend space and time (Herring, 2001). This shift has not merely changed the channels through which messages are conveyed, but has also reshaped the norms of interaction, conventions of politeness, and linguistic practices that were previously established in direct oral communication (Herring, 2001). Higher education institutions have also undergone this transformation, as various academic activities ranging from lectures and consultations to thesis advising now frequently take place via instant messaging platforms (Vonderwell, 2003). This phenomenon positions digital academic communication as a relevant object of linguistic study that warrants sociopragmatic analysis.

One of the most widely used platforms for digital academic communication in Indonesia is WhatsApp, which serves not only as a means of casual chat but also as a

space for consultation, supervision, scheduling, and academic coordination between students and faculty (Pasaribu et al., 2022). Communication via WhatsApp is characterized by its asynchronous, persistent, and generally informal nature compared to formal email, requiring users to constantly adapt their language choices to the context of institutional relationships (Ismail, 2023). These characteristics influence how students manage both their interpersonal relationships and hierarchical relationships with their academic advisors (Pasaribu et al., 2022). Thus, WhatsApp is not merely a technical medium but a social space where academic identities and power relations are constantly negotiated.

In this context, thesis advising cannot be understood merely as a one-way transmission of information from the instructor to the student, but rather as an ongoing process of negotiation regarding advising sessions, manuscript revisions, completion deadlines, and academic approval (Petersen, 2007). Petersen refers to this process as “category boundary work” that is, the ongoing negotiation of boundaries regarding what is considered academically acceptable, which takes place continuously between the advisor and the student. These negotiations take place within a structurally unequal relationship, as faculty members hold institutional authority over graduation and grading, while students must navigate their interests without jeopardizing that relationship (Donaghue, 2020). It is this power imbalance that makes the concept of negotiation crucial for understanding the dynamics of digital thesis advising.

When students make requests to their instructors for example, asking for a tutoring schedule, requesting more time for revisions, or raising objections to their advisor’s comments such actions are inherently face-threatening for both parties (Brown & Levinson, 1987). To minimize this threat, speakers tend to use negative politeness strategies that is, strategies that respect the interlocutor’s freedom of action and autonomy (Brown & Levinson, 1987). Brown and Levinson (1987) provide a theoretical framework explaining how the choice of politeness strategies is influenced by a combination of power, social distance, and the level of speech act burden. This framework serves as the primary theoretical foundation for explaining strategy selection in thesis supervision negotiations via WhatsApp.

However, such pragmatic strategies do not exist in isolation as abstract categories, but are always manifested through specific linguistic forms that can be empirically identified (House & Kasper, 1981). House and Kasper (1981) describe various linguistic mitigation devices such as hedges, downtoners, understaters, consultative devices, politeness markers, and agent avoiders that serve to soften the illocutionary force of an utterance. This mitigation framework was subsequently expanded in the Cross-Cultural Speech Act Realization project (Blum-Kulka, House, & Kasper, 1989), which distinguished between internal and external modifications in the realization of request speech acts. This kind of linguistic realization analysis allows researchers to understand concretely how negative politeness strategies are actually realized in communicative practice, rather than merely inferred from speech act categories.

Although both of these theoretical traditions have been around for quite some time, previous research has generally examined them separately. A number of studies have counted the frequency and types of politeness strategies used by students and faculty in WhatsApp interactions (Pasaribu et al., 2022; Ismail, 2023; Shalihah & Winarsih, 2023), while other studies have focused on linguistic mitigation devices in the realization of cross-linguistic and cross-cultural request speech acts (Blum-Kulka et al., 1989). The systematic relationship between negative politeness strategies and their linguistic

realization within the same negotiation event has not yet been adequately explained. This theoretical gap serves as one of the starting points for this study.

In addition to the theoretical gap, there is also a conceptual gap, as politeness strategies and linguistic markers are often treated as two separate objects of analysis rather than as a single intertwined process (Culpeper, 2011). Culpeper (2011) asserts that the weight of face threat is determined by the interaction between power, social distance, and burden ranking; however, this framework is rarely elaborated into a conceptual model that explains how these three variables produce specific strategies that are then realized through specific linguistic markers as well. Consequently, the mechanisms underlying the formation of politeness in a negotiation episode have not yet been fully understood as a unified social-cognitive-linguistic process.

The next gap is contextual in nature. Research on digital politeness has largely been conducted in the contexts of public services, everyday social communication, or classroom interactions (Ismail, 2023), while studies specifically focusing on thesis advising negotiations via WhatsApp remain relatively limited and mostly stop at counting the frequency of strategies used by faculty and students (Pasaribu et al., 2022). However, the context of thesis advising involves unique power dynamics and institutional objectives, as emphasized by Donaghue (2020), who notes that power identities and experiences in academic interactions are fluid and constantly renegotiated at the micro-level of conversation. It is precisely this unique context that has been largely overlooked by previous research on digital politeness.

The final gap is analytical in nature. Most previous studies have been descriptive-frequentative in nature, that is, they describe the types and percentages of politeness strategies that emerge (Pasaribu et al., 2022; Ismail, 2023), without conducting an integrated analysis of how social context, politeness strategies, linguistic realization, and negotiation outcomes are interrelated as a single mechanism. Park (2008) has shown that politeness and face management in computer-mediated communication need to be understood as dynamic processes, not merely as a list of static categories. Therefore, an analytical approach is needed that can link all these components within a multi-level framework.

This study is expected to make several contributions. First, this study links pragmatic strategies (Brown & Levinson, 1987) with their linguistic realizations (House & Kasper, 1981) within a unified analytical framework—an approach that has not been widely adopted in previous research on digital politeness (Pasaribu et al., 2022; Ismail, 2023). Second, this study expands the sociopragmatic examination of digital academic communication by focusing on the context of thesis advising negotiations, which involve distinctive power relations (Donaghue, 2020; Petersen, 2007). Third, this study offers a multi-level analytical model that explains the relationship between social context, negative politeness strategies, linguistic realization, and the negotiation process. Fourth, the study's findings are expected to enrich the development of politeness theory in the realm of CMC (Park, 2008) while providing practical implications for the management of digital academic communication in higher education institutions. Fifth, by illuminating the pragmatic mechanisms that sustain respectful and equitable student-supervisor relationships, this study aligns with the global agenda of quality education (SDG 4), which calls for inclusive, equitable, and supportive learning environments (Khan, Johl, & Akhtar, 2022), including the communicative practices that underpin effective academic mentoring in higher education.

RESEARCH METHOD

This study employs a qualitative approach with a sociopragmatic analysis design based on a small specialized corpus to examine the mechanisms of negative politeness strategy realization in thesis advising negotiations via WhatsApp. A qualitative approach was chosen because this study aims to gain an in-depth understanding of how politeness meanings and strategies are constructed within the natural context of interaction, rather than merely measuring their frequency quantitatively (Creswell, 2013). The interpretive paradigm underpinning this study assumes that the reality of politeness and negotiation is intersubjectively shaped by students and faculty members in concrete interactions, making contextual understanding key to the analysis (Creswell, 2013). A sociopragmatic analysis was chosen because it bridges formal speech act analysis (pure pragmatics) with the social context that shapes it (Brown & Levinson, 1987; Culpeper, 2011), while the small-corpus approach allows for an in-depth qualitative analysis of authentic data that, though limited in quantity, is representative of the phenomenon under study.

This study examined thesis advising interactions conducted via WhatsApp as a form of digital academic communication in a higher education setting. This context was chosen because thesis supervision is characterized by a distinct power dynamic namely, the institutional authority of faculty members over student graduation which distinguishes it from other academic interactions such as regular classroom lectures (Donaghue, 2020; Petersen, 2007). WhatsApp was chosen as the research medium because it has become the dominant channel for academic consultation and supervision in Indonesia, as demonstrated by various previous studies (Pasaribu et al., 2022; Ismail, 2023). The asynchronous, recorded, and editable nature of WhatsApp communication (Herring, 2001) makes it an ideal context for observing how politeness strategies are consciously considered by speakers before messages are sent.

The research data were derived from WhatsApp conversations between students and their thesis advisors that met the criteria for academic negotiation episodes. Participants were selected using purposive sampling, a strategy in which the sample is determined based on specific criteria relevant to the research objectives, rather than on statistical representativeness (Patton, 2002). Inclusion criteria included: (a) conversations took place between senior students and their registered thesis advisors; (b) conversations contained at least one episode of negotiation with identifiable start and end points; and (c) participants were willing to provide informed consent for the use of their conversation data. Exclusion criteria included conversations that were purely administrative in nature without any elements of negotiation (e.g., mere notifications of exam schedules) as well as conversations that were contextually incomplete. The number of participants, the data collection period, the number of negotiation episodes, and the number of messages analyzed were determined based on the principle of qualitative data sufficiency, following the precedent set by similar studies that used a limited yet in-depth corpus of WhatsApp conversations between students and faculty (Pasaribu et al., 2022). The final corpus of this study consists of 37 speech acts, as presented in the results section.

The unit of analysis in this study is the negotiation episode that is, a series of interactions that constitute a complete academic negotiation process, from the initiation of a request or proposal to the resolution in the form of an agreement, rejection, or postponement. The beginning of an episode is marked by the emergence of a potentially face-threatening speech act such as a request, an objection, or a proposal to change the schedule while the end is marked by a response that concludes the negotiation sequence, whether in the form of explicit agreement, rejection, or a change of topic (Petersen, 2007; Donaghue, 2020). The use of episodes as units of analysis, rather than individual

utterances, allows this study to capture the dynamics of negotiation as a continuous process, in line with the principle of sequential analysis in the study of institutional interaction (Schegloff, 2007). This choice of analysis unit distinguishes this study from previous research on WhatsApp politeness, which generally analyzed individual utterances in isolation (Pasaribu et al., 2022; Ismail, 2023).

The analysis was conducted using a multi-level framework that links sociopragmatic context, negative politeness strategies, and linguistic realization in the negotiation process. The first level analyzes sociopragmatic variables namely, power, social distance, and burden ranking in each episode (Brown & Levinson, 1987; Culpeper, 2011). The second level identifies the negative politeness strategies used, drawing on the taxonomy of Brown and Levinson (1987). The third level analyzes the linguistic realizations of these strategies using House and Kasper's (1981) mitigation framework as well as the internal-external modification proposed by Blum-Kulka et al. (1989). The fourth level synthesizes the previous three levels to reconstruct the overall negotiation mechanism, as formulated in this study's conceptual framework. This multi-level framework forms the core of the research method because it allows the analysis to move systematically from contextual variables to strategies and linguistic realizations, rather than being merely descriptive and frequency-based as in previous studies (Pasaribu et al., 2022; Ismail, 2023).

Data collection is carried out through a phased procedure to ensure the completeness of the data, the protection of participants' identities, and the consistency of the research corpus. These stages include: (1) recruitment of participants through the study program network; (2) a written request for informed consent to students and lecturers; (3) export of WhatsApp conversation history by the participants themselves to maintain account confidentiality; (4) anonymizing identities names, phone numbers, and information that can identify participants before the data is analyzed; (5) segmentation of data into negotiation episodes according to the definition of the analysis unit; (6) the preparation of the research corpus in a format that can be coded systematically; and (7) re-verification by members of the research team to ensure the integrity and accuracy of segmentation. Anonymization procedures and secure data storage are of particular concern considering the sensitivity of communication data between students and lecturers (Donaghue, 2020).

Data analysis was conducted in stages through a process of segmentation, coding, pattern identification, and sociopragmatic interpretation to construct a mechanism for digital academic negotiation. The stages of analysis included: (1) open coding, which is the initial coding of all negotiation episodes without predefined categories to capture phenomena that emerge naturally from the data (Strauss & Corbin, 1998); (2) axial coding, which involves grouping the initial codes into more systematic categories of politeness strategies and linguistic realizations (Strauss & Corbin, 1998); (3) pattern matching, which involves matching emerging patterns with a previously established conceptual framework (Miles et al., 2014); (4) cross-case comparison to identify variations and regularities across episodes and participants (Yin, 2014); (5) theoretical interpretation linking the findings to the frameworks of Brown and Levinson (1987) and House and Kasper (1981); and (6) model building, which involves constructing a final model of negotiation mechanisms the primary theoretical contribution of this study. The model-building stage was specifically included because it is this stage that distinguishes research with a theoretical-analytical orientation from descriptive research, which stops at counting the frequency of strategies (Pasaribu et al., 2022; Ismail, 2023).

RESULTS AND DISCUSSION

Results

The data for this study consist of 37 speech events sourced from WhatsApp conversations between students and their academic advisors in the context of final project guidance (theses, proposals, scientific papers, and school-based fieldwork) at several universities. Each speech event includes contextual notes on the identities of the speakers and their interlocutors, the time frame, and social relationships, thereby enabling a pragmatic analysis that relies not only on linguistic form but also on the overall speech situation. The data were analyzed using a mixed-methods approach (quantitative-qualitative content analysis): each student utterance was coded based on (1) structure and politeness markers, (2) pragmatic function/speech act type, (3) politeness strategies in the core of the utterance (head act), and (4) patterns of faculty responses. A summary of the descriptive statistics is presented in Table 1.

Table 1. General description of speech event data

Data Characteristics	Count	Percentage
Total speech acts (data)	37	100%
Speech acts initiated by students	37	100%
Speech acts containing explicit responses from instructors	29	78,4%
Speech acts without recorded responses in the data	8	21,6%

Structure and politeness markers in students' utterances

An analysis of 37 utterances shows that students consistently construct requests for permission using a layered structure consisting of an opening greeting, an expression of apology, (sometimes) self-identification, the main request (head act), and a closing expression of thanks. This structure aligns with Brown and Levinson's (1987) concept of negative politeness, which emphasizes strategies to minimize the imposition on the negative face of a higher-status conversation partner. The frequency of occurrence for each politeness marker is presented in Table 2 and visualized in Figure 1.

Table 2. Frequency of politeness markers in students' requests for permission (N = 37)

Politeness marker	Frequency (n)	Percentage (%)	Examples of Lingual Applications
Respectful emoji (🙏)	33	89.2	"...mohon bimbingannya ibu 🙏", "...please advise me, ma'am 🙏"
Closing expression of thanks	32	86.5	"Baik pak, terimakasih 🙏", "Okay, sir, thank you 🙏"
Expression of apology	30	81.1	"mohon maaf mengganggu waktunya", "I'm sorry to take up your time"
Religiously oriented opening greeting	29	78.4	"Assalamualaikum..."
Time-oriented opening greeting (neutral)	29	78.4	"Selamat pagi/siang Bapak/Ibu", "Good morning/afternoon, sir/ma'am"
Lexical marker for permission/approval	24	64.9	"izin bertanya", "ijin konsul", "May I ask a question?", "May I consult with you?"

Politeness marker	Frequency (n)	Percentage (%)	Examples of Lingual Applications
Explicit self-identification (name & student ID)	8	21.6	"Saya SP dari kelas E...", "I'm SP from Class E..."

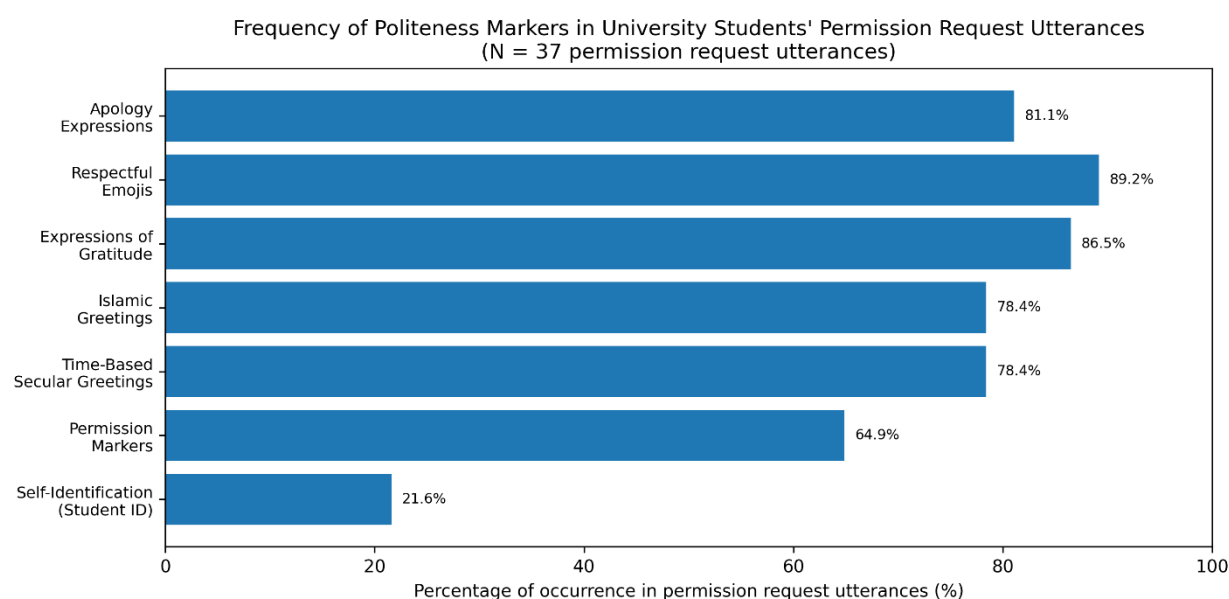


Figure 1. Frequency of politeness markers in students' speech

The predominance of the 🙏 emoji (89.2%) and expressions of gratitude (86.5%) indicates that politeness in student-instructor digital communication is not solely conveyed through verbal elements, but also through paralinguistic/multimodal elements that function as markers of deference. This finding reinforces the argument by Rahmawati and Suhardi (2021) that emojis in online academic communication serve as substitutes for nonverbal cues (body language, respectful intonation) that are lost in written communication. Meanwhile, the use of the religious greeting "Assalamualaikum" in 78.4% of the data indicates a strong Islamic identity within the speech community under study, while the remainder used neutral time-based greetings (*Selamat pagi/siang* "Good morning/afternoon") or regional expressions such as "*Tabe excuse me*" (typical of Bugis-Makassar) and "*Beta I/me*" (typical of Maluku-East Nusa Tenggara), which appeared in Data 7 and Data 21. This variation underscores the ethnolinguistic diversity within Indonesia's academic speech communities, as highlighted in anthropolinguistic studies.

Explicit self-identification (name and student ID) appeared in only 21.6% of the data. This low proportion can be explained by the dyadic and ongoing nature of the communication (ongoing relationship): In private WhatsApp communications between students and their academic advisors who already know each other mentioning one's identity is considered redundant, whereas self-identification tends to appear during initial contact or in group/cross-instructor communications (e.g., Data 2 and Data 7) as a strategy for building rapport and establishing role legitimacy (face-work) in the presence of unfamiliar conversation partners.

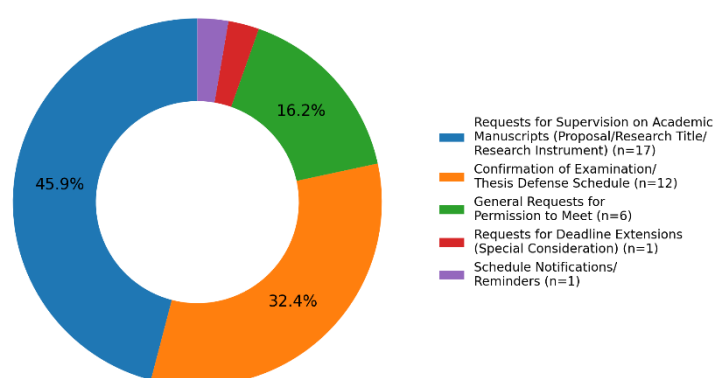
Pragmatic functions of student utterances

Based on the head act, student utterances are grouped into five pragmatic functions. The distribution of these five functions is presented in Table 3 and Figure 2.

Table 3. Distribution of pragmatic functions in students' speech (N = 37)

Pragmatic Functions	Frequency (n)	Percentage (%)
Requests for guidance regarding academic papers (proposals/titles/assessments)	17	45,9
Confirmation/information regarding exam or thesis defense schedules	12	32,4
Requests for meeting appointments (general guidance)	6	16,2
Requests for leniency or postponement (dispensation)	1	2,7
Notifications/reminders regarding schedules	1	2,7

Distribution of the Pragmatic Functions of University Students' Utterances (N = 37 utterance events)



Gambar 2. The importance of practical teaching

The “permintaan bimbingan terkait naskah, request for guidance regarding academic papers” function dominated the data (45.9%), reflecting that students used WhatsApp more frequently to manage academic matters (revisions, approval signatures, title consultations, research instruments) rather than simply requesting meetings without a specific agenda. This finding differs from the common assumption that academic permission requests are dominated by social small talk; on the contrary, the language of permission requests in this data tends to be task-oriented, with politeness serving as a frame that encapsulates concrete academic needs. The second-largest function confirming exam or thesis defense schedules (32.4%) highlights WhatsApp’s crucial role as an informal channel for coordinating academic logistics, partially replacing the functions of official memos or announcements.

Politeness strategies in the head act

At the request strategy level, utterances were analyzed using the framework proposed by Blum-Kulka, House, and Kasper (1989), which distinguishes between direct (explicit performative) strategies and conventionally indirect (query-preparatory) strategies. From the 33 data points containing explicit requests (4 other data points were purely informative and were therefore excluded from this analysis), the distribution shown in Table 4 and Figure 3 was obtained.

Table 4. Distribution of politeness strategies in the “head act” of asking for permission (n = 33)

Politeness Strategies	Frequency (n)	Percentage (%)	Example
Indirect (query preparatory)	29	87.9	<i>“Apakah Bapak/Ibu ada waktu luang hari ini?”</i> , “Do you have any free time today?”
Direct (explicit performative)	4	12.1	<i>“Saya izin mau meminta tanda tangan Bapak...”</i> , “I’d like to ask for your signature...”

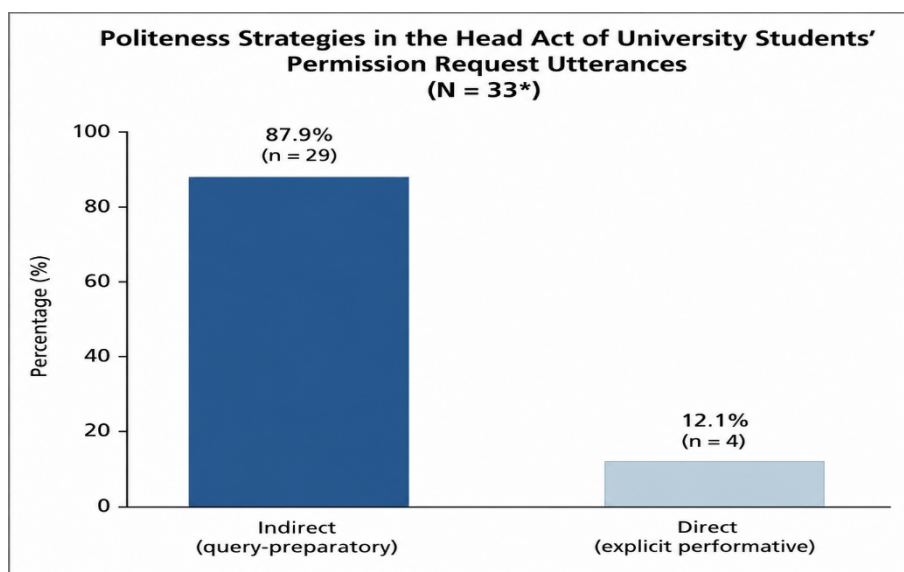


Figure 3. Politeness strategies in the core of permission-seeking utterances

The predominance of indirect strategies (87.9%) underscores a pattern of asymmetrical relations between students and instructors that prioritizes respect for social distance and the power of the conversation partner, consistent with Brown and Levinson’s principle of negative politeness: the higher the rank of imposition and the greater the power distance, the greater the tendency for speakers to choose indirect strategies to save face. This pattern also aligns with Indonesia’s collectivist communication culture, which upholds the academic hierarchy between teachers and students, resulting in direct requests in the form of imperatives being rarely if ever found in the data.

The four instances of direct performative strategies (*“izin mau meminta tanda tangan”*, *“mohon kehadirannya”* “may I ask for your signature,” “please be present”) generally appear in the context of procedural and repetitive requests (repeated request patterns), such as requests for signatures to approve proposals (Data 7, second instance, and Data 11). In such contexts, clarity and pragmatic efficiency are prioritized over elaborate politeness, as the burden of the request is considered low (low imposition) given its administrative nature and the fact that it has already been informally approved.

Response patterns of academic advisors

An analysis of the instructors’ speech turns reveals variations in response patterns that reflect power dynamics and the communication styles of each instructor. The distribution of response patterns is presented in Table 5 and Figure 4.

Table 5. Distribution of response patterns among academic advisors (N = 37)

Faculty Response Patterns	Frequency (n)	Percentage (%)
Accepts immediately	11	29,7
Accepts with a delay/rescheduling	8	21,6
Not recorded in the data	8	21,6
Requests clarification first	5	13,5
Provides substantive guidance/instructions	4	10,8
Rejects/postpones entirely	1	2,7

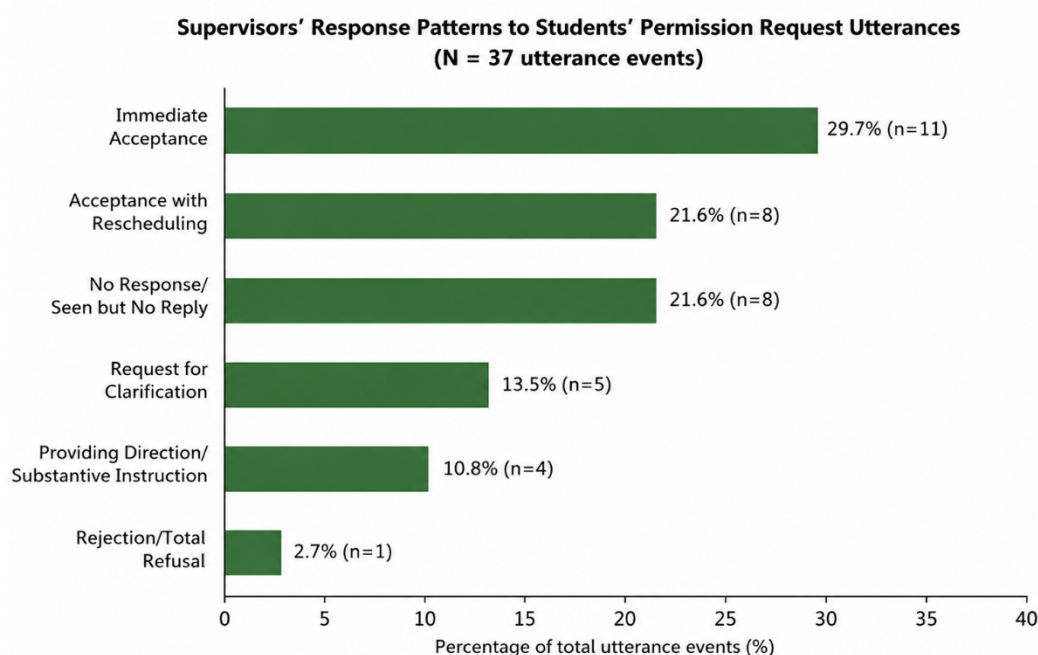


Figure 4. Patterns of response by academic advisors to student statements

Direct acceptance was the most common response (29.7%), typically expressed through brief utterances such as “Sure,” “Go ahead,” or “Yes,” without the same level of politeness as the students’ utterances. This asymmetry in the length and complexity of utterances between students and instructors is a key finding: students consistently produce lengthy utterances layered with politeness markers, whereas instructors respond briefly and concisely, even in informal language (“*Bisa sbntr*”, “*Nanti jam 5 kerumah*” “Sure, in a bit,” “Come over to my house at 5 o'clock”, “*Kamu ke belakang di wisma kampus sekarang ya*” Go to the back of the campus dorm right now, okay?”). This pattern illustrates what Holmes (2013) refers to as “power asymmetry in politeness marking” namely, that the higher-status speech partner is not required by social norms to engage in face-work equivalent to that of the lower-status speech partner.

A total of 21.6% of responses involved postponement or rescheduling, which pragmatically served a dual purpose: on the one hand, it was a strategy of negative politeness on the part of the instructors to avoid a flat-out refusal; on the other hand, it reflected the reality of instructors’ heavy academic workloads. There was only one case (2.7%) of a refusal without an alternative offer (Data 1), and this was actually followed by the student’s unquestioning acceptance (*Baik bapak 🙏 Okay sir 🙏*”), indicating a strong internalization of hierarchical norms within Indonesian academic culture.

Discussion

Overall, the findings of this study reinforce the view that linguistic politeness in digital academic communication between students and faculty is not merely a matter of etiquette, but rather a pragmatic strategy that actively manages power relations, social distance, and face-saving (Brown & Levinson, 1987). The high proportion of indirect strategies (87.9%) and layered politeness markers (greetings, apologies, respectful emojis, expressions of thanks) indicates that students consistently position themselves in a lower social role within the academic hierarchical structure, consistent with the concept of power distance in Indonesia's collectivist communication culture (Hofstede, 2001), a dynamic also observed in workplace communication under conditions of high power distance belief (Dai, Li, Xie, & Deng, 2022).

From an anthropolinguistic perspective, the variety of opening greetings religious (*Assalamualaikum*), neutral-temporal (*Selamat pagi/siang* good morning/afternoon), and regional (*Tabe, Beta* Excuse me, I/me) shows that the space of academic digital communication remains an arena for the affirmation of speakers' ethnic and religious identities, even when it takes place within a formal-institutional register. This finding is relevant to the concepts of linguistic landscape and the participation framework (Duranti, 1997), which emphasize that speakers' social identities are projected even in utterances that are functionally transactional and administrative in nature.

The asymmetry in speech length and politeness elaboration between students and instructors further confirms the unequal power structure in academic advising relationships. Students bear a much greater communicative burden (interactional labor) to save face for the instructor and minimize the potential for rejection, while instructors, as the party with greater authority, can respond concisely without the risk of being perceived as impolite. This pattern is consistent with previous research on asymmetrical politeness in teacher-student relationships in Asian contexts (Pan & Kadar, 2011), but this study enriches those findings with specific data on digital communication modalities (WhatsApp), which allow paralinguistic markers such as emojis to function as additional politeness strategies that have not been extensively explored in the literature on politeness based on conventional spoken discourse.

The theoretical implication of these findings is the need to expand the taxonomy of pragmatic politeness markers to accommodate multimodal-digital elements (emojis, expressive punctuation, and nested message formats) as an integral part of negative politeness strategies, rather than merely decorative elements outside the linguistic system, a direction also supported by cyberpragmatic evidence on politeness in online learning interaction (Kusmanto & Widodo, 2022). In practical terms, these findings can serve as the basis for developing ethical guidelines for digital communication between students and faculty in higher education settings, particularly in designing WhatsApp communication templates that remain polite yet efficient for both parties. In a broader sense, such guidelines support the achievement of Quality Education (SDG 4) by fostering communicative practices in higher education that are respectful, equitable, and conducive to effective teaching-learning and supervisory relationships.

CONCLUSION

Fundamental Finding : This study shows that negative politeness in thesis advising negotiations conducted via WhatsApp is realized through a layered discourse structure (greetings, apologies, the main request, and closing thanks) characterized by a predominance of indirect strategies (preparatory queries, 87.9%) and multimodal politeness markers such as respectful emojis (89.2%), while thesis advisors respond

briefly and asymmetrically, reflecting a power asymmetry in politeness marking that is consistent with the institutional power structure in academic advising relationships. **Implication:** Theoretically, these findings reinforce the relevance of integrating the frameworks of Brown and Levinson (1987) with House and Kasper (1981) into a single multi-level analytical model, and underscores the need to expand the taxonomy of politeness markers to accommodate multimodal-digital elements (emojis, expressive punctuation) as an integral part not merely a decorative element of negative politeness strategies. Practically, these findings can serve as a basis for developing guidelines on digital communication ethics between students and faculty at universities, particularly WhatsApp communication templates that remain polite yet efficient. Taken together, these theoretical and practical contributions support the broader pursuit of Quality Education (SDG 4) by strengthening inclusive, respectful, and pedagogically sound communication between students and academic supervisors in the digital era. **Limitations:** This study has several limitations. The research corpus is relatively small (37 speech events) and drawn from a single institutional setting, and the data collection period was limited; therefore, the findings may not be generalizable across disciplines or to the academic cultures of other institutions. This study also analyzed only textual WhatsApp data and did not cover other communication modalities such as voice messages or video calls, which could potentially yield different politeness patterns. **Future Research:** Future research is recommended to expand the corpus across institutions and disciplines to test the transferability of the proposed conceptual model, compare politeness patterns on other CMC platforms (email, learning management systems), and conducting quantitative testing of the negotiation model developed in this study, including cross-cultural analyses to examine the extent to which the identified multimodal politeness patterns are culture-specific or more generally applicable to digital academic communication.

ACKNOWLEDGEMENTS

The author expresses profound gratitude to the Indonesian Endowment Fund for Education, through the Education Financing Service Center, and the Higher Education Management Agency under the Indonesian Ministry of Finance, for their invaluable support in the form of information, policy guidance, and financial assistance. This support has been instrumental in the successful completion of this research. The author also wishes to thank all individuals who provided insightful guidance, constructive feedback, and mentorship throughout the research process, thereby contributing significantly to the successful culmination of this project. It is hoped that the contributions of this research will yield significant benefits for both academic advancement and societal progress.

AUTHOR CONTRIBUTIONS

Muhammad Yusi Kamhar contributed to research conceptualization, methodology development, data collection, data analysis, investigation, literature review, visualization, and manuscript drafting. **Kisyani Laksono** contributed to the conceptualization, supervision, validation, critical review, and revision of the manuscript. **Mulyono** contributed to supervision, validation, critical review, and revision of the manuscript. All authors have read, reviewed, and approved the final version of the manuscript.

CONFLICT OF INTEREST STATEMENT

The authors declare that there are no conflicts of interest regarding the publication of this article. The authors have no financial, professional, or personal relationships that could have influenced the work reported in this manuscript.

ETHICAL COMPLIANCE STATEMENT

This manuscript complies with research and publication ethics. The authors affirm that the work is original, conducted with academic integrity, and free from any unethical practices, including plagiarism.

STATEMENT ON THE USE OF AI OR DIGITAL TOOLS IN WRITING

In writing this scientific article, the author used Artificial Intelligence (AI)-based tools to assist with language editing, grammar correction, sentence structure refinement, and improving the readability of the manuscript. AI was not used to generate research data, conduct analyses, draw scientific conclusions, or replace the author's academic judgment. All ideas, methodologies, research results, analyses, interpretations, and conclusions are entirely the responsibility of the author. The author has reviewed, verified, and revised all content generated or assisted by AI before the manuscript was finalized.

REFERENCES

- Blum-Kulka, S., House, J., & Kasper, G. (Eds.). (1989). *Cross-cultural pragmatics: Requests and apologies*. Ablex.
- Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge University Press.
- Cohen, J. (1960). A coefficient of agreement for nominal scales. *Educational and Psychological Measurement*, 20(1), 37–46.
<https://doi.org/10.1177/001316446002000104>
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage.
- Culpeper, J. (2011). *Sociopragmatics*. De Gruyter Mouton.
- Dai, Y., Li, H., Xie, W., & Deng, T. (2022). Power distance belief and workplace communication: The mediating role of fear of authority. *International Journal of Environmental Research and Public Health*, 19(5), 2932.
<https://doi.org/10.3390/ijerph19052932>
- Donaghue, H. (2020). Teachers and supervisors negotiating identities of experience and power in feedback talk. *The Modern Language Journal*, 104(2), 401–417.
<https://doi.org/10.1111/modl.12633>
- Duranti, A. (1997). *Linguistic anthropology*. Cambridge University Press.
- Herring, S. C. (2001). *The handbook of discourse analysis*. Blackwell.
- Hofstede, G. (2001). *Culture's consequences: Comparing values, behaviors, institutions, and organizations across nations* (2nd ed.). Sage.
- Holmes, J. (2013). *An introduction to sociolinguistics* (4th ed.). Routledge.
- House, J., & Kasper, G. (1981). *Conversational routine: Explorations in standardized communication situations and prepatterned speech*. Mouton.
- Ismail, W. (2023). Politeness strategies used by students in communicating through WhatsApp. *Malaysian Journal of Social Sciences and Humanities*, 8(10), 002561.
<https://doi.org/10.47405/mjssh.v8i10.2561>
- Khan, P. A., Johl, S. K., & Akhtar, S. (2022). Open innovation of institutional investors and higher education system in creating open approach for SDG-4 quality education: A

- conceptual review. *Journal of Open Innovation: Technology, Market, and Complexity*, 8(1), 49. <https://doi.org/10.3390/joitmc8010049>
- Kusmanto, H., & Widodo, P. (2022). Positive politeness strategies during online learning: A cyberpragmatic study. *Studies in English Language and Education*, 9(3), 1170-1182. <https://doi.org/10.24815/siele.v9i3.24021>
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage.
- Pan, Y., & Kádár, D. Z. (2011). *Politeness in historical and contemporary Chinese*. Continuum.
- Park, J. R. (2008). Linguistic politeness and face-work in computer mediated communication, Part 2: An application of the theoretical framework. *Journal of the American Society for Information Science and Technology*, 59(14), 2199-2209. <https://doi.org/10.1002/asi.20926>
- Pasaribu, A. N., Saragih, E., & Gea, A. (2022). Politeness in thesis consultation by WhatsApp: Do lecturers and students apply different strategies? *Elsya: Journal of English Language Studies*, 4(1), 45-53. <https://doi.org/10.31849/elsya.v4i1.6376>
- Patton, M. Q. (2002). *Qualitative research and evaluation methods* (3rd ed.). Sage.
- Petersen, E. B. (2007). Negotiating academicity: Postgraduate research supervision as category boundary work. *Studies in Higher Education*, 32(4), 475-487. <https://doi.org/10.1080/03075070701476167>
- Rahmawati, C., Suhardi, & Mustadi, A. (2021). The importance of sociocultural-based reflective picture storybook media to increase reading interest and social skills of elementary school students. *Acta Educationis Generalis*, 11(1), 111-120. <https://doi.org/10.2478/atd-2021-0008>
- Schegloff, E. A. (2007). *Sequence organization in interaction: A primer in conversation analysis*. Cambridge University Press.
- Shalihah, M., & Winarsih, T. (2023). Politeness strategies in WhatsApp text messaging: A case study of lecturers' politeness in sending text messages to students in Universitas 'Aisyiyah Yogyakarta. *International Journal of Social Science Research and Review*, 6(7), 137-151. <https://doi.org/10.47814/ijssrr.v6i7.1323>
- Spencer-Oatey, H. (1996). Reconsidering power and distance. *Journal of Pragmatics*, 26(1), 1-24. [https://doi.org/10.1016/0378-2166\(95\)00047-X](https://doi.org/10.1016/0378-2166(95)00047-X)
- Spencer-Oatey, H., & Žegarac, V. (2017). *The Palgrave handbook of linguistic (im)politeness*. Palgrave Macmillan.
- Strauss, A., & Corbin, J. (1998). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (2nd ed.). Sage.
- Vonderwell, S. (2003). An examination of asynchronous communication experiences and perspectives of students in an online course: A case study. *The Internet and Higher Education*, 6(1), 77-90. [https://doi.org/10.1016/S1096-7516\(02\)00164-1](https://doi.org/10.1016/S1096-7516(02)00164-1)
- Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Sage.

***Muhammad Yusi Kamhar, S.Pd., M.Pd (Corresponding Author)**

Department of Language and Literature Education, Faculty of Languages and Arts, Surabaya State University

Jl. Lidah Wetan, Surabaya, East Java 60213, Indonesia

Email: muhammadyusi.22047@mhs.unesa.ac.id

Prof. Dr. Kisyani Laksono, M.Hum

Department of Language and Literature Education, Faculty of Languages and Arts, Surabaya State University

Jl. Lidah Wetan, Surabaya, East Java 60213, Indonesia

Email: kisyani@unesa.ac.id

Prof. Dr. Mulyono, M.Hum

Department of Language and Literature Education, Faculty of Languages and Arts, Surabaya State University, Indonesia

Jl. Lidah Wetan, Surabaya, East Java 60213, Indonesia

Email: mulyono@unesa.ac.id
