



## **Digital Pragmatic Analysis: Patterns of Students' Language Politeness in Interaction on Online Learning Platforms**

**Neneng Puspa Ratih<sup>✉</sup>, Heny Friantary, Vebby Andra**

Universitas Islam Negeri Fatmawari Sukarno, Bengkulu, Indonesia

### **Abstract**

This study aims to analyze students' language politeness patterns in online learning interactions and identify deviations and influencing factors within the perspective of digital pragmatics. The research employed a descriptive qualitative approach focusing on communication phenomena in virtual learning environments. Data were collected through observations of student interactions on online learning platforms, interviews with teachers and students, and documentation of digital conversations. Data analysis used the interactive model of Miles and Huberman, including data reduction, data presentation, and conclusion drawing. The findings revealed two dominant patterns of language politeness: positive politeness and negative politeness. Positive politeness was reflected through the use of inclusive, friendly, and solidarity-oriented language, while negative politeness appeared in polite requests and expressions of respect toward teacher authority. The study also found that low digital literacy, the dominance of social media communication culture, and the limited integration of digital ethics education significantly influenced students' language behavior in online learning interactions.

**Keywords:** Digital Literacy, Digital Pragmatics, Online Learning, Language Politeness, Student Interaction.

### **Abstrak**

Penelitian ini bertujuan untuk menganalisis pola kesantunan berbahasa siswa dalam interaksi pembelajaran daring serta mengidentifikasi bentuk penyimpangan dan faktor-faktor yang memengaruhinya dalam perspektif pragmatik digital. Penelitian menggunakan pendekatan deskriptif kualitatif dengan fokus pada fenomena komunikasi siswa di ruang pembelajaran virtual. Data dikumpulkan melalui observasi terhadap interaksi siswa pada platform pembelajaran daring, wawancara dengan guru dan siswa, serta dokumentasi percakapan digital. Analisis data dilakukan menggunakan model interaktif Miles dan Huberman yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan adanya dua pola utama kesantunan berbahasa, yaitu kesantunan positif dan kesantunan negatif. Kesantunan positif ditunjukkan melalui penggunaan bahasa yang inklusif, ramah, dan bersifat solidaritas, sedangkan kesantunan negatif diwujudkan melalui ungkapan permintaan yang santun dan penghormatan terhadap otoritas guru. Penelitian ini juga menemukan bahwa rendahnya literasi digital, pengaruh budaya komunikasi media sosial, dan belum optimalnya integrasi pendidikan etika digital menjadi faktor utama yang memengaruhi perilaku berbahasa siswa dalam pembelajaran daring.

**Kata Kunci:** Interaksi Siswa, Kesantunan Berbahasa, Literasi Digital, Pembelajaran Daring, Pragmatik Digital.

## Introduction

Digital transformation in the world of education has fundamentally changed the pattern of interaction between teachers and students from face-to-face communication to online platform-based communication. These changes not only have an impact on the technical aspects of learning, such as the use of applications and digital media, but also on the more complex linguistic dimension, especially in the use of polite, effective, and contextual language in virtual spaces. In this context, language is no longer just a tool for conveying information, but also a representation of social identity, individual character, and a reflection of ethics in interacting in an increasingly open and dynamic digital environment (Lestari, 2025).

The rapid development of communication technology has given birth to a new interaction ecosystem known as digital communication. In this ecosystem, the boundaries between formal and informal spaces have become increasingly blurred, creating their own challenges in maintaining linguistic politeness norms. In online learning, students are not only required to understand the subject matter, but also must be able to adjust the use of language according to the applicable academic context. However, the reality on the ground shows that adaptation to these linguistic norms has not been fully optimal (Rahmawati, 2024); Social, 2025).

In pragmatic studies, language politeness is one of the key aspects that determine the success of communication. Politeness is not only related to choosing the right words, but also includes communication strategies that consider the social context, the relationship between the speaker and the speaking partner, and the communication goals to be achieved. Language politeness serves to maintain the harmony of social interactions and minimize potential conflicts in communication, both directly and indirectly (Halim & Santoso, 2020).

Along with the development of technology, the concept of digital pragmatics has emerged that examines the use of language in technology-based interactions. Digital pragmatics highlights how meaning is built in communication that no longer relies entirely on physical presence, but rather through text, symbols, emojis, and various other digital features. Digital communication is multimodal, so the meaning of a message is determined not only by linguistic structure, but also by the visual and contextual elements that accompany it. On the other hand, online communication often experiences a reduction in social cues, increasing the potential for misunderstandings (Herring, 2018).

The phenomenon that occurs in the field shows that students tend to use informal, concise language, and pay less attention to politeness norms when interacting on online learning platforms. Use of abbreviations such as "S.", "S.S", or "VAT", the elimination of formal greetings to teachers, and the use of emojis that are not in accordance with the academic context are clear indications of a shift in language norms. Students' communication styles in the digital space are greatly influenced by social media culture which tends to be relaxed and expressive, resulting in a low ability to adapt language to formal situations (Pratiwi, 2021); Andini, 2022).

In the perspective of politeness theory, politeness is divided into positive politeness and negative politeness related to the ability to care for "fibre" (face) in social interactions. Positive politeness focuses on building closeness and solidarity, while negative politeness aims to respect individual freedom and avoid coercion. In the digital context, this strategy has adapted due to the limitations of nonverbal expressions, such as intonation, gestures, and facial expressions, so that speakers are required to be more careful in composing polite and effective messages (Brown & Levinson, 1987).

Recent studies show that politeness in digital communication is also closely related to aspects of ethics and relational morality. Digital communication ethics includes individual responsibility in maintaining politeness, awareness of the impact of language, and respect for speaking partners. The integration of digital pragmatics in learning has been proven to be able to increase students' awareness of the importance of communication ethics in virtual spaces and form a more adaptive and ethical communicative character (Susanto, 2023).

In the context of Indonesian language education, learning not only focuses on structural linguistic aspects such as grammar and vocabulary, but also includes pragmatic aspects related to the appropriate use of language in various situations. This is becoming increasingly important in the digital age, where interaction is no longer limited to physical spaces, but extends to virtual spaces that have their own dynamics. Teachers as learning facilitators have a strategic role in instilling the values of language politeness through learning that is contextual and relevant to technological developments (Rahmawati, 2024)

Furthermore, the use of polite language in online learning can create a conducive learning atmosphere, increase student participation, and strengthen interpersonal relationships between teachers and students. Nevertheless, in the absence of systematic guidance, students tend to adopt informal communication patterns that they use in their daily lives into academic contexts. This shows the need for pedagogical interventions that are able to bridge the gap between informal and academic languages (Halim & Santoso, 2020)

Based on this description, it can be understood that language politeness in digital communication is a complex and multidimensional issue, involving linguistic, social, cultural, and technological aspects. Therefore, this study is important to be conducted to provide an empirical picture of the pattern of students' language politeness in online learning interactions and identify the factors that influence it. The results of this research are expected to make a theoretical contribution to the development of digital pragmatic studies as well as practical contributions to the world of education in improving the quality of polite, effective, and ethical student communication in the digital space (Lestari, 2025).

## **Method**

This study employed a qualitative approach with a descriptive research design to obtain an in-depth understanding of students' language politeness in online learning interactions. A qualitative approach was selected because it enables researchers to explore the meaning, process, and dynamics of language use within natural and contextual digital communication settings. Meanwhile, descriptive research aims to systematically, factually, and accurately describe patterns of language politeness without manipulating the variables under investigation. Therefore, this study focused on interpreting students' digital communication practices in online learning environments as part of digital pragmatics studies (Creswell, 2016; Aminah et al., 2022). The research subjects were secondary school students who actively used online learning platforms in their daily educational activities. Participants were selected through purposive sampling based on several considerations, including the intensity of digital platform usage, involvement in online learning interactions, and communication competence in virtual environments. The research was conducted in educational institutions that consistently implemented

digital-based learning, making the setting relevant to the objective of examining language politeness practices in authentic digital learning ecosystems (Scott, 2015).

Data collection was carried out using several complementary techniques to ensure comprehensive and valid findings. The first technique involved non-participant observation of student interactions on online learning platforms, including discussion forums, comment sections, and conversations within learning applications. This observation aimed to identify language usage patterns, forms of politeness, and communication variations that naturally emerged during online learning activities (Herring, 2018). The second technique consisted of semi-structured interviews with students and teachers to obtain deeper information regarding perceptions, attitudes, and factors influencing language use in digital communication. Semi-structured interviews allowed the researcher to develop questions flexibly according to the context and participants' responses, resulting in richer and more detailed data (Andini, 2022). In addition, documentation techniques were used by collecting digital conversation records, such as screenshots of interactions on learning platforms. These documents functioned as authentic data sources for analyzing students' language politeness practices in real communication contexts (Pratiwi, 2021).

Data analysis in this study employed the interactive model proposed by Miles and Huberman, which includes three major stages: data reduction, data display, and conclusion drawing. The data reduction stage involved selecting, focusing, and simplifying raw data obtained from observations, interviews, and documentation. Relevant data were then classified and categorized according to the research focus. Furthermore, data presentation was conducted through descriptive narratives, tables, and matrices to facilitate the identification of patterns and trends in students' digital communication practices. Systematic data presentation also enabled the researcher to examine relationships among emerging phenomena during the research process. The final stage involved drawing and verifying conclusions by interpreting the data to identify meanings, patterns, and implications of the findings. The conclusions were continuously verified throughout the research process to ensure data validity and trustworthiness (Miles et al., 2014). Through these analytical procedures, the study is expected to produce comprehensive and relevant findings that contribute to the development of digital pragmatics studies within the Indonesian educational context (Rahmawati, 2024).

## **Findings and Discussion**

The results of this study were obtained through a data collection process involving observation of student interactions on online learning platforms, interviews with students and teachers, and digital conversation documentation. The collected data was then systematically analyzed using the Miles and Huberman interactive model, resulting in comprehensive findings on students' language politeness patterns in the context of academic digital communication. In general, the results of the study show that student interaction in online learning shows a combination of formal and informal language use which is influenced by various factors, such as language habits on social media, digital literacy level, and guidance from teachers.

In the context of digital pragmatics, the communication carried out by students is not only determined by linguistic aspects, but also by the context of the situation, social relations, and media used. Text-based interactions in online platforms tend to reduce nonverbal cues, such as intonation and facial expressions, so students need to rely on more explicit language strategies to convey their intentions appropriately. However, the

limited understanding of digital communication ethics has led to the use of language that is not polite and not in accordance with the academic context (Herring, 2018).

In addition, the results of the study also show that there is a tendency for students to transfer the communication style used in social media into online learning spaces. This can be seen from the use of short, non-standard language, and minimal formal structure. This phenomenon shows a shift in language politeness norms influenced by the rapidly growing digital culture among teenagers. From a digital pragmatic perspective, this condition reflects the adaptation of language to the medium of communication but also poses challenges in maintaining standards of politeness in the context of education (Pratiwi, 2021).

Furthermore, data analysis showed that students' language politeness in online interactions was not homogeneous, but varied depending on the communication situation, the purpose of the interaction, and the relationship between the speaker and the speaking partner. Students tend to use more polite language when interacting directly with teachers compared to their peers. However, in some cases, even communication with teachers still shows a lack of proper politeness strategies, such as the absence of formal greetings or the use of adequate expression of pleas (Andini, 2022).

These findings confirm that language politeness in digital communication is a complex phenomenon and is influenced by various dimensions, both linguistic, social, and technological. Therefore, a more in-depth analysis of the patterns of politeness used by students is needed so that it can be understood in its entirety. Based on the results of the analysis, several main patterns of language politeness and forms of deviation that occur in online learning interactions are found, which will be explained as follows.

## **1. Patterns of Politeness in Student Language in Online Interaction**

The results of the study show that there are two main patterns of language politeness used by students, namely positive politeness and negative politeness. These two patterns reflect the communication strategies used to maintain social relationships as well as adjust to the academic context.

### **1.1 Positive Politeness**

Positive politeness is shown through students' efforts in building familiarity and solidarity in communication. The use of inclusive words such as "we", "friends", or "let's discuss" indicates a desire to create an egalitarian and participatory atmosphere. In addition, students also use expressions of appreciation, such as "thank you for the explanation" or "good opinion", as a form of appreciation for the contributions of others.

In a digital pragmatic perspective, positive politeness serves to reduce social distance that arises due to limited online interactions. Text-based communication requires more explicit linguistic strategies to build social closeness, so the use of positive courtesy is very important (Rahmawati, 2024).

However, the use of positive politeness is often mixed with informal language styles that are less appropriate for the academic context. For example, the use of greetings such as "guys", "bro", or "sis" in the learning forum, it shows the strong influence of social media culture. This shows that students are not fully able to distinguish between formal and informal communication contexts (Rahmawati, 2024).

### **1.2 Negative Politeness**

Negative politeness is shown using expressions of plea and respect for authority. Students use phrases such as "permission to ask questions", "sorry in advance", or "please explain"

as a form of respect for the teacher. This strategy reflects students' awareness of the importance of maintaining social distancing and respecting the role of teachers in the learning process. In the theory of politeness, negative politeness aims to avoid threats to the "fibre" speaking partners. In the digital context, this strategy is becoming increasingly important because text-based communication is prone to misunderstandings due to the absence of nonverbal cues (Herring, 2018).

Nonetheless, not all students consistently use this strategy. Some students directly conveyed questions without using polite opening expressions. This shows that students' understanding of digital communication ethics is still limited (Andini, 2022).

### *1.3 Deviations in the Pattern of Politeness*

In addition to these two main patterns, this study also found various forms of deviation in the use of students' language. Such deviations include the excessive use of abbreviations, such as "yg", "gk", or "tdk", which are not in accordance with standard language rules. In addition, many students do not use formal greetings to teachers, such as "Mr. or Mrs.," which should be part of academic communication ethics.

The inappropriate use of emojis is also one of the dominant forms of deviation. Emojis are often used to replace emotional expressions, but in an academic context, their use should be adjusted so as not to create an impression of not being serious. This phenomenon shows that students are still in the stage of adaptation to formal digital communication norms (Lestari, 2025).

## **2. Forms of Digital Politeness Deviation**

The deviations in digital politeness found in this study reflect changes in communication patterns influenced by technological developments. One of the main forms of deviation is the use of informal language in academic contexts. Students tend to use the same language style as in social media, without considering the formal norms that apply in learning.

In addition, the lack of opening and closing structures in communication is an indicator of low awareness of language politeness. Many students immediately convey messages without starting with greetings or greetings, and do not close communication with expressions of gratitude. This shows that students have not yet understood the ideal communication structure in an academic context (Halim & Santoso, 2020). The lack of use of polite expressions, such as "please", "please", or "thank you", is also an important finding. This expression has an important pragmatic function in maintaining the harmony of communication but is often ignored by students.

In the study of digital pragmatics, this phenomenon can be explained as a form of language adaptation to the demands of digital communication efficiency. However, these adaptations often ignore the polite aspects that should be maintained (Tagg, 2015).

## **3. Factors Influencing Language Politeness**

### *3.1 Digital Literacy*

Digital literacy is the main factor that affects students' ability to use language politely. Students who have good digital literacy tend to better understand communication ethics and can adapt language to formal contexts. On the other hand, low digital literacy makes it difficult for students to distinguish between formal and informal communication (Andini, 2022).

### *3.2 Social Media Communication Culture*

Social media communication culture has a significant influence on students' language patterns. Social media encourages the use of short, expressive, and informal language. This habit is carried over into online learning, causing a shift in politeness norms (Pratiwi, 2021).

### *3.3 The Role of the Teacher*

The role of teachers is very important in shaping students' awareness of language politeness. Teachers who actively provide examples and feedback can help students understand the importance of digital communication ethics. However, if politeness learning is not explicitly integrated, students tend to overlook that aspect (Halim & Santoso, 2020)

The development of digital pragmatic studies shows that technology-based communication has different characteristics from conventional communication. Digital communication is multimodal and involves various elements, such as text, symbols, and visuals, that affect the meaning of the message (Tagg, 2015).

In addition, the reduction of social context in online communication increases the potential for misunderstandings, so that politeness strategies become increasingly important (Herring, 2018). In the context of education, the use of polite language has been proven to create a conducive learning environment (Halim & Santoso, 2020).

Recent studies have shown that politeness of language is also related to relational ethics and morality which includes responsibility, self-awareness, and respect for others (Susanto, 2023). The integration of digital pragmatics in the curriculum can increase students' awareness of online communication ethics (Rahmawati, 2024).

Thus, this study emphasizes that language politeness in online interaction is an important aspect that needs to be considered in learning Indonesian. Efforts to increase digital literacy, strengthen the role of teachers, and integrate digital pragmatic learning are strategic steps in forming polite and ethical student communication in the digital era.

## **Conclusion**

Based on the results of the research and discussion, it can be concluded that students' politeness in online learning interactions shows a complex and dynamic pattern. Students use two main strategies in digital communication, namely positive politeness and negative politeness. Positive politeness is seen in efforts to build social closeness through the use of inclusive language and expressions of solidarity, while negative politeness is reflected in the use of expressions of plea and respect for the teacher's authority. However, the implementation of these two strategies has not been running optimally. There are still various forms of digital politeness deviations, such as the use of informal language in academic contexts, the elimination of formal communication structures (greetings and closing), and the use of inappropriate symbols or emojis. This shows that students have not fully understood the norms of language politeness in academic digital communication. The main factors that affect these conditions include the low digital literacy of students, the strong influence of social media communication culture, and the non-optimal role of teachers in guiding and directing the use of polite language. In addition, the characteristics of digital communication that are multimodal and lack of social signals also increase the potential for misunderstandings, thus demanding the use of more explicit politeness strategies. Thus, this study emphasizes that language politeness in digital communication is an important competency that must be developed

in learning Indonesian. The integration of digital pragmatic learning, improving students' digital literacy, and strengthening the role of teachers as communication models are strategic steps in shaping the communication character of students who are polite, effective, and ethical in the digital era.

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