

Communication Strategies by English Lecturers and Class Coordinators: An Analysis of Hofstede's Cultural Dimensions

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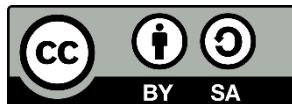
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Abstract

This study aims to classify the communication strategies used by English lecturers and class coordinators in WhatsApp messages and describe how class coordinators respond to English lecturers' communication strategies in the context of Hofstede's cultural dimensions. This research method uses qualitative descriptive. The instrument in this study is document analysis in the form of screenshots of English Lecturer and Class Coordinator. Data analysis in this study used six steps: (1) Data organization and preparation, (2) Preliminary reading of Data, (3) Data Coding, (4) Developing themes and categories, (5) Detailed analysis and representation, (6) Interpretation of findings. The results of the analysis based on Hofstede's cultural dimensions show that English lecturers generally respond to messages in a relaxed and concise manner, while class coordinators use a more polite and formal tone in their communication. These findings reveal clear differences in communication styles, reflecting the hierarchical dynamics inherent in the educational environment. This study contributes to the understanding of communication practices in academic settings, emphasizing the influence of cultural dimensions on interaction strategies.

Keywords: Communication strategies; Cultural dimensions; English; WhatsApp; Hofstede

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INTRODUCTION

Every culture has communication differences, reflected in various aspects, including language, cultural values, social conventions, and historical background. In intercultural communication, there needs to be awareness of cross-cultural understanding, which conceptualizes the importance of awareness of cultural differences (Mulyanah & Krisnawati, 2022). According to Hofstede (2011), individualism prevails in developed countries, and Western countries, such as the United States, may value self-expression and direct

communication more. In contrast, collectivism prevails in less developed countries and Eastern countries, such as Japan, preferring to convey messages indirectly or ambiguously. Furthermore, [Hofstede \(2011\)](#) identifies six dimensions of cultural variability, including individualism vs collectivism, which reflect different communication preferences. Casual relationships characterize individualist societies, which expect individuals to organize their lives. In contrast, collectivist societies are described as societies where individuals are embedded in a narrow, closed society, emphasizing equality ([Polat, 2019](#)). [Adnyani \(2011\)](#) agrees that one of the crucial aspects determining the success of cross-cultural communication is awareness of the background of cultural differences. Therefore, understanding these cultural differences allows us to improve cross-cultural communication skills, encourage diversity and deepen intercultural relationships in this globalized world. However, in this case, some lecturers gave responses that were too short and sometimes responded to messages that only confirmed. This confused the class coordinator when providing information to his classmates and had to ask the lecturer again. From the English lecturer's response, a communication strategy is needed to analyze this matter.

Communication can be done directly or indirectly. We usually talk to the person directly, while indirectly, we use social media, such as WhatsApp. The availability of social media has undoubtedly increased contact between teachers and students ([Shalihah & Winarsih, 2023](#)). One of the modes of communication lecturers and students use when communicating is Email and WhatsApp. According to [Yuliawati et al. \(2020\)](#), WhatsApp is one of the social media most widely used by the public because it is considered more effective and efficient. In this research, WhatsApp mass media was used as a data source because lecturers and students widely use WhatsApp to communicate at a university, such as the Ganesha University of Education.

WhatsApp (WA) is the primary method of communication. WhatsApp is an affordable digital media platform. As digital devices become more affordable for most people, they have become part of people's daily lives, including in terms of learning ([Dantes et al., 2017](#); [Arthana et al., 2018](#); [Dantes et al., 2019](#); [Utami et al., 2021](#)). WA, as a medium of communication between lecturers and students in higher education, can help reduce ambiguity in the learning process. According to [Shalihah and Winarsih \(2023\)](#), communication between students and professors must always be respectful, especially in casual contexts. Using WA in lecturer-student interactions creates a more welcoming and open platform, lowering stress and enhancing communication effectiveness in an academic atmosphere characterized by high uncertainty avoidance.

However, the WhatsApp messaging application for disseminating content does not allow students and teachers to interact synchronously to build knowledge and solve problems ([Usman et al., 2022](#)). So, the phenomenon of communication between lecturers and students through WhatsApp is related to the communication strategies used. In addition, communication strategies are used for the lack of understanding of English, and some use them because of the need to think ([Mudita et al., 2017](#)). The communication strategy is used to avoid misunderstandings/make the listener understand, provide brief explanations, and emphasize speech ([Arniati et al., 2013](#)). Furthermore, according to [Rosaline et al. \(2023\)](#), communication strategies are influenced by several factors, namely motivation, attitudes and student awareness.

Al-Samarraie et al. (2018) looked at the application of WhatsApp in higher education, highlighting its role in improving communication between faculty and students. The study emphasizes the importance of digitally adapting lecturers' communication methods, highlighting the need for concise, clear, culturally responsive messages. Similarly, research by Church and De Oliveira (2013) found that while WhatsApp improves communication efficiency and responsiveness, it also presents challenges, such as the risk of misinterpretation due to the absence of non-verbal cues in text-based communication. These findings emphasize the importance of designing communication strategies tailored to the nuances of digital platforms. Brophy (2004) underlines the importance of class coordinators in maintaining effective communication in an academic environment, especially in larger institutions. Their ability to convey messages clearly and manage the flow of information is crucial to ensuring the smooth operation of academic activities.

Previous research has primarily focused on English lecturers and student's communication in general. This research closes that gap by concentrating on class coordinators, whose function as intermediaries presents specific communication difficulties and approaches that have not received enough attention. However, research has been conducted on politeness and communication tactics in WhatsApp exchanges. However, this study uniquely integrates Hofstede's cultural dimensions to explore the communication strategies used by English lecturers and class coordinators. This study will discuss two problems: (1) How do English lecturers and class coordinators use communication strategies in WhatsApp messages? (2) How do the class coordinators respond to English lectures' communication strategies?

METHOD

Design

This research was designed in a descriptive qualitative study focusing on document analysis. This research uses descriptive qualitative methodology with a phenomenological approach that comprehensively describes the phenomenon through collecting and analyzing qualitative data. Researchers reveal the essence of the human experience of a phenomenon described by participants (Creswell, 2009). The phenomenon observed in this study will classify the communication strategies used by English lecturers and class coordinators in WhatsApp messages and describe how class coordinators respond to English lecturers' communication strategies in the context of Hofstede's cultural dimensions. Therefore, one aspect that can be observed is the communication strategies of English lecturers and class coordinators in WhatsApp messages.

Participant

The research participants were English lecturers from the study program at a state university in Bali with a scientific background. In addition to the English lecturer, the researcher also made the class coordinator a participant in this study. Participants from the Class Coordinator were 18 people who were students from the 2024/2025, 2023/2024, and 2022/2023 intakes of the English Language Education study program at Ganesha University of Education, Bali.

Data Collection

The data collection in his study used document analysis. Document analysis is a systematic procedure for reviewing or evaluating documents, whether printed, electronic, or

computer-based, sent over the Internet (Bowen, 2009). Usually, documents contain text and images that have been recorded without the intervention of the researcher. In addition, document analysis is a complementary data collection procedure to support triangulation and theory building. Document analysis is used as a research instrument to collect and analyze data sets. In this case, document analysis is used to collect data via WhatsApp in the form of screenshots of lecturer messages with class coordinators. From the data obtained through the class coordinators, 110 screenshots of English lecturer messages were collected from 18 class coordinators. The researcher divided the 18 class coordinators into 3 groups, with Group 1 consisting of the class coordinators for semester 1, and the subsequent groups organized according to semester. The researcher then analyzed the data from the 3 groups of class coordinators one by one. Ultimately, from the 110 screenshots, the researcher used only 24 screenshots, as the data already represented the other data.

Data Analysis

In this study, data analysis used six general steps proposed by Creswell (2009): (1) Data Organization and Preparation: This involved collecting data by requesting screenshots of messages from class coordinators about English lecturers' chats with class coordinators and then sorting all the collected data. (2) Preliminary Reading of Data: The researcher read the data to gain a general understanding and overall perspective of the types of communication behaviors exhibited by English lecturers and the communication strategies used. (3) Data Coding: The researcher assigns codes to specific parts of the data that represent themes related to communication strategies. (4) Developing Themes and Categories: The codes were organized into more prominent themes, such as communication strategies, Hofstede's six cultural dimensions, and then the class coordinator's responses. (5) Detailed Analysis and Representation: The researcher provided in-depth descriptions of each theme, often with quotes, examples, or visuals that represented typical communication patterns by English lecturers and class coordinators. (6) Interpretation of Findings: Finally, the researcher interpreted the themes to answer the research questions, providing insight into how English lecturers and class coordinators communicate via WhatsApp messages and what this means in the context of Hofstede's cultural dimensions.

FINDINGS AND DISCUSSIONS

This presents findings and discussions of the communication strategies of English lecturers and class coordinators in WhatsApp messages based on Hofstede's six cultural dimensions of Power Distance, Uncertainty Avoidance, Individualism vs Collectivism, Masculinity vs Femininity, Long-term vs Short-term Orientation, and Indulgence vs Restraint. The messages to analyzed and classified based on Hofstede's six cultural dimensions to determine the communication strategies of lecturers and class coordinators in the academic environment. The following is the data on communication strategies used by English lecturers and class coordinators in WhatsApp messages.

Table 1. Communication Strategies by English Lectures

Hofstede's Six Cultural Dimensions	Response English Lectures
Power Distance	'Okey Thanks' 'See you in class' 'Okay, class coordinator'

Uncertainty Avoidance	'Good morning. Yes, today we meet in class for the 2 exercises I just posted as the next training material. For now, we will discuss the previous exercise first. We start at noon now.'
	'Good afternoon. Tomorrow, we meet as usual in class. Please check e-learning. Thank you'
Individualism vs Collectivism	'Hello, students, because on Monday and Tuesday there are lots of activities, may the students choose to join the lecture'
	'Tomorrow, we will simulate, right?'
Masculinity vs Femininity	'Morning, Happy New Year; for today's mechanism, I will prepare a Zoom link, and then you can queue in the waiting room. Those interviewed will be put in the main room; I will determine their turn according to the DPK; we start at 10 o'clock'
	'On the way. Thank you. Good to remind me. See you CD period!'
Long-term vs Short-term Orientation	'Morning, the presentation is finished, right everyone? Today, we meet online. Let us review the preparation for the mid-term exam next week'
	'Later we will be online, we start at 10.15, later ms send the assignment and audio, do it first, then at 10.15 we will discuss it'
Indulgence vs Restraint	'It's good to be online because of the rainy season; if it is raining, we'll be online from 7.0am, if it's not raining according to the schedule, 5.30am or 6pm is also possible. Tomorrow we determine again while tomorrow I prepare the link'
	'Good afternoon. Be well. Please do the assignment in groups. Immediately share via group. No meeting'

Communication Strategies Used by English Lectures and Class Coordinators in WhatsApp Messages

In communication strategies of English lecturers and class coordinators in the cultural dimension of power distance. The data results show that lecturers often give short responses, and there is no greeting, only confirmation of the schedule and sometimes a thank you. Example power distance from the data *"okey thanks"*, *"okey class coordinator"* this the short and only confirmation. Power distance refers to the extent to which less powerful members of an organization or society will find power distributed unequally (Hofstede, 2011). This is in line with Ghosh's (2011) research, which states that power distance creates a significant communication gap between superiors and subordinates, so students will find it difficult to express their opinions freely. In a society with a high-power distance like Indonesia, the hierarchical structure is mapped into digital communication, which fosters authority and formality in lecturer-student interactions. Limajatini et al. (2019) emphasized that institutional policies that regulate formal communication conventions also reinforce power distance, making it difficult for students to interact with their lecturers through informal or unplanned communication. Communication rigidity has also been observed by Dai et al. (2022), who believe that contexts characterized by high power distance discourage cooperative dialogue and encourage hierarchical knowledge sharing. Furthermore, the findings highlight how students consistently engage in a highly respectful and apologetic tone when initiating communication with tutors.

In communication strategies of English lecturers and class coordinators in the cultural dimension of uncertainty avoidance. The data results show that English lecturers' responses aim to minimize vagueness and ambiguity by providing specific instructions, deadlines and clarity in communication. Example from data such as *“Good morning. Yes, today we meet in class for the 2 exercises I just posted as the next training material. For now, we will discuss the previous exercise first. We start at noon now”*. According to [Keswani et al. \(2020\)](#), this assumption aligns with uncertainty avoidance as one factor that changes decision-making styles and communication strategies. In an academic setting, minimizing uncertainty with structured communication fosters clarity while reducing student anxiety, thereby helping learning outcomes. In addition, according to [Gelfand et al. \(2004\)](#), students from high uncertainty avoidance cultures often emphasize explicit guidelines and pre-established structures, as ambiguity is likely to confuse and stress them. Therefore, instructors must be as unambiguous as possible in their communications, providing instructions outlining how students should complete their academic assignments. On the other hand, as [Hofstede \(2011\)](#) suggests, societies with strong uncertainty avoidance encourage rule-abidingness among people, both students and lecturers, in terms of academic engagement, where both parties seek structure to ease confusion. Furthermore, [Mohamed \(2025\)](#) highlights that students in cultures with high uncertainty avoidance will use digital tools such as WhatsApp to reinforce the structure of their learning, often confirming issues with their lecturers to ensure total clarity on what is expected of them. Furthermore, the preference for structured instruction is much more evident in distance learning environments where students demand clear course outlines, deadlines, and expectations. As [Hofstede \(2011\)](#) suggests, cultures with high levels of uncertainty avoidance will prioritize rules, structure, and predictability. This is also evident from how students and lecturers use WhatsApp to strengthen clarity in academic communication, as it allows for a shared understanding of expectations and reduces ambiguity in interactions.

In communication strategies of English lecturers and class coordinators in the cultural dimension of individualism vs collectivism. The data shows that lecturers in a collectivist culture often create WA groups to facilitate collective communication. However, for lecturers in an individualist culture, messages are more direct and focused on one student only. Example for collectivism such as *“Hello, students, because on Monday and Tuesday there are lots of activities, may the students choose to join the lecture”*. [Hofstede \(2011\)](#) stated that collectivist societies emphasize group harmony, indirect communication, and respect for hierarchy. This is evident in students' politeness strategies, as found in previous studies by [Farida and Yuliana \(2019\)](#), [Maharani et al. \(2022\)](#), [Febrianti and Yuneva \(2023\)](#), which highlighted students' tendency to communicate through groups and avoid conflict in communication through WhatsApp groups. Further research from [Hussein et al. \(2023\)](#) explained how a teacher explains the different conversations with his superiors compared to interactions with coworkers to realize the desired identity. Individualist cultures value individuals who act primarily out of self-interest and personal preferences, whereas collectivist cultures consider the group to be fundamentally more important than the individual ([Fatehi et al., 2020](#)). Furthermore, WhatsApp group discussions allow students to learn together by encouraging collaborative behavior where students forward messages and offer clarifications. This reinforces Hofstede's collectivist framework, which states that the group's needs come first. According to [Hofstede \(2011\)](#), the study also found that students conferred with each other first before seeking help

from their lecturers, thereby asking questions collectively, reflecting another culture's impression of communication in educational contexts.

In communication strategies of English lecturers and class coordinators in the cultural dimensions of masculinity vs femininity. Results from the data showed that masculinity-oriented cultures emphasize assertiveness and goal-oriented communication, such as *"On the way. Thank you. Good to remind me. See you CD period!"*. While in femininity-oriented cultures concentrate on relationships and empathy such as *"Morning, Happy New Year; for today's mechanism, I will prepare a Zoom link, and then you can queue in the waiting room. Those interviewed will be put in the main room; I will determine their turn according to the DPK; we start at 10 o'clock"*. Gannouni and Ramboarison-lalao (2019) found that teachers' masculine and feminine communication styles put their students in a cooperative or confrontational mode. Masculinity is associated with success and competition, and thus, communication remains efficient and to the point with a focus on academic tasks (Hofstede & Minkov, 2010). In contrast, feminine communication is characterized by a nurturing style, encouraging collaborative relationships with an emphasis on social well-being, which results in supportive deliberation with students. However, in a study of Ashiyan and Salehi (2016), they found that WhatsApp is an effective way to improve collocation learning regardless of gender and that the use of WhatsApp for collocation acquisition is not gender-specific. Furthermore, Eagly and Wood (2012) highlighted that gender roles influence communicative behaviour, with individuals in masculine societies more likely to adopt an authoritative approach in professional interactions. This has a broader reflection in academic settings where male lecturers in cultures with highly masculine institutions will be observed to demonstrate more transactional communication than female lecturers or those from feminine cultures, who will engage more in conversation with students or in a relational discourse style. The masculinity-femininity dimension also influences feedback-giving styles according to (Hofstede, 2011). Therefore, these data can also be very insightful in using the masculinity-femininity dimension to help strategize professors towards more meaningful and culturally responsive engagement with their students.

In communication strategies of English lecturers and class coordinators in the cultural dimension of long-term vs short-term orientation. The data results show that lecturers communicate more directly or give instructions in the short-term orientation culture without preparing for the current situation. In contrast, in the long-term orientation culture, lecturers' communication strategies focus more on patience, providing time for preparation and planned communication. Example for the data *'Morning, the presentation is finished, right everyone? Today, we meet online. Let us review the preparation for the mid-term exam next week'*. Long-term orientation considers how people plan for the future, requiring persistence, whereas short-term orientation focuses on immediate results (Hofstede, 2011). Moreover, long-term versus short-term orientation is a topic that engages with how every society must maintain ties to its past while coping with present and future challenges, and societies treat these two existential goals differently (Milosevic, 2019). Hofstede and Minkov (2010) maintain that sustained effort is cherished in long-term orientation cultures, an aspect that speaks to the structured orientation of those lecturers. This aligns with a study from Vu and Tran (2022). The findings shed light on long-term academia, where students learn self-directed learning that implies skills for life-long acquisition. Long-term-oriented lecturers harbor their student's responsible, self-directed

learning, self-discipline, and a strategic plan for academic life. Short-term-oriented lecturers may insist mostly on immediate performance and deliver quick solutions rather than foster worthwhile skills in nurturement. This, in turn, has implications for the development of students in engaging deeper in long-term learning strategies.

In communication strategies of English lecturers and class coordinators in the cultural dimension of indulgence vs restraint. The data results show that in the lecturers' responses in the culture of indulgence, the language used is more relaxed and not too formal such as *"It's good to be online because of the rainy season; if it is raining, we'll be online from 7.0am, if it's not raining according to the schedule, 5.30am or 6pm is also possible"*. *"Tomorrow we determine again while tomorrow I prepare the link"*. In contrast, from the lecturers' responses in the culture of restraint, it is clear that the messages conveyed are formal and according to the rules. Indulgent cultures promote free expression, while restrained one's frown upon free expression in favor of societal norms and control (Hofstede, 2011). The findings indicate that when communicating through digital means, professors have been showing restraint by upholding, in principle, a formal-registered style, avoiding too casual language. This agrees with Milosevic (2019), who also asserted that communication styles in the cultures of restraint tend to be more highly regulated and formal, thus reinforcing traditional academic hierarchies. A system of structured, carefully controlled communications thus confirms Hofstede's (2011) assertion that restraint cultures endorse conformity and discipline. Moreover, Mohamed (2025) discovered that in restraint-oriented cultures, digital communication in educational contexts resembles face-to-face situations, with students often communicating indirectly to lessen assumed imposition on authority figures. Hence, an ideal blend of formal protocol and free expression increases student involvement and inspires a more diverse digital conversation.

Thus, from the messages analyzed and classified based on Hofstede's six cultural dimensions to determine the communication strategies of lecturers and class coordinators in an academic environment. The results of the analysis based on Hofstede's cultural dimensions show that English lecturers generally respond to messages in a relaxed and concise manner, while class coordinators use a more polite and formal tone in their communication. The results of the analysis based on Hofstede's cultural dimensions show that English lecturers generally respond to messages in a relaxed and concise manner, while class coordinators use a more polite and formal tone in their communication. These findings reveal clear differences in communication styles, reflecting the hierarchical dynamics inherent in the educational environment.

Class Coordinators' Response towards English's Lecturers Communication Strategies

In research on the communication strategies of English lecturers and class coordinators, there will certainly be a response back from the class coordinator after the English lecturer answers the message from the class coordinator. In this case, the feedback given by the class coordinator shows a strong level of adherence to cultural values of respect, courtesy, and respect for authority. These coordinators usually use formal tones and polite greetings when making or replying to communications (Shalihah & Winarsih 2023). However, even when lecturers provide limited feedback or unclear directions, class coordinators will not often ask for additional clarification. The following is an example screenshot of the class coordinator's response to the English lecturer's message.

Table 2. Class Coordinators Response Toward English Lecturers

Communication Strategies by English Lecturers	Response Class Coordinators
'Good morning. We start at 8 am today. Thank you '	'Good sir, thank you'
'Still online, today quizizz about present and past perfect tenses, full practice quiz'	'Permission to ask, miss, for today means there is no zoom all right miss, only quizizz, miss?'
'Okay student, Final test okay'	'Okay, sir. For that reason, will it start at 11.30 exactly or 12 nggih, sir?'
'It's good to be online because of the rainy season; if it is raining, we'll be online from 7.0am, if it's not raining according to the schedule, 5.30am or 6pm is also possible. Tomorrow we determine again while tomorrow I prepare the link'	'Yes sir, thank you for your confirmation'
'Sipp, bring double polio. Sit according to the ID number'	'Okay Miss'

From Table 2, the class coordinators respond to English lecturers' communication strategies. The data shows that the response from the class coordinator to the English lecturer's message certainly has different responses from each class coordinator. Students highly respect people in authority, especially lecturers, in power distance cultures (Hofstede, 2011). This is shown by the way the class coordinator replies to the lecturer's messages in a polite and formal manner. Respect for authority and the inability to argue with directions, even when further explanation is required, is shown by common statements such as *"well, sir/miss" or "thank you for the information"* (Shalihah & Winarsih, 2023). However, some coordinators have found ways to resolve confusing questions without directly questioning the lecturer's authority. An example would be, *"Permission to ask miss, for today means no zoom miss, just quizizzes miss?"* This maintains respect and ensures that the message conveyed is understood (Ghosh, 2011).

Organized and clear communication is preferred in cultures that avoid high uncertainty to reduce ambiguity (Hofstede, 2011). Precise instructions and detailed explanations are usually favored by classroom coordinators in such cultures. When the message is unclear, the coordinator may ask for clarification carefully with phrases such as *"Good morning sir, good sir. But for the learning material there are a few more questions, sir, because my friends ask me a lot of questions and are hesitant, sir"*. In some situations, class coordinators may choose to interpret the lecturer's intentions based on context or by talking to their peers (Hofstede, 2011; Lawrie et al., 2020). According to Hofstede (2011), uncertainty avoidance affects academic communication. Cultural norms that encourage students not to challenge authority are a source of this hesitation.

In collectivist cultures, communication is often group-orientated rather than individualized (Hofstede, 2011). This is reflected in the way class coordinators convey their messages. Rather than asking questions on their own behalf, they often use the class name

(Rahman & Isroyana, 2021). This collective approach ensures that all students' needs are represented and fosters group harmony. This strategy is particularly effective when negotiating deadlines or requesting schedule changes. Rather than making individual requests, the coordinator emphasizes the collective needs of the class, thus increasing the likelihood of a positive response from the lecturer (Polat, 2019). In addition, based on Hofstede's masculinity vs femininity dimension, the way coordinators respond to lecturers' messages varies. In more masculine academic environments, class coordinators tend to respond using direct and more assertive language. Meanwhile, in a more feminine communication style, class coordinators respond to messages using a polite and kinder tone (Rosaline et al., 2023). Interestingly, class coordinators often adjust their tone based on the lecturer's communication style. If a lecturer is known to be formal and straightforward, coordinators tend to follow that style. However, when the lecturer shows warmth and encouragement, the coordinator responds in an equally friendly and appreciative manner (Saepudin, 2023).

Long-term oriented cultures prioritize planning and perseverance, while short-term oriented cultures focus on immediate results (Hofstede, 2011). This difference affects how coordinators respond to schedule changes and deadlines. Those with a long-term perspective may respond with forward-thinking questions. In contrast, those with a short-term mindset may be more receptive to changes (Milosevic, 2019). Cultures that emphasize indulgence encourage open and expressive communication, while restrained cultures prioritize formality and control (Hofstede, 2011). This is reflected in coordinators' responses to lecturers. Some class coordinators, especially those who experience a relaxed communication environment, may use emojis or informal phrases when responding to lecturer messages. Whereas, more class coordinators who follow traditional norms, maintain a formal tone such as *Yes sir/miss, thank you for the confirmation* (Yuliawati et al., 2020). Customizing communication styles based on lecturer preferences highlights the adaptability of the class coordinators. Those working with lecturers who favor a more relaxed approach tends to reflect informality, whereas some maintain formality when dealing with lecturers who expect professionalism (Shalihah & Zuhdi, 2020).

Thus, from the data how class coordinators respond to English lecturers' communication strategies is strongly influenced by cultural dimensions such as power distance, uncertainty avoidance, collectivism, and indulgence vs restraint. These cultural factors shape how they seek clarification, adjust their tone, and represent their peers in discussions with lecturers. While power distance and uncertainty avoidance contributed to formal and structured responses, collectivism ensured that messages prioritized group interests over individual interests. Additionally, masculinity vs femininity, long-term vs short-term orientation, and indulgence vs restraint influenced how coordinators framed their messages and engaged with lecturers. So, based on the class coordinator's response to the English lecturer's communication strategy, the class coordinator responded well and followed the instructions given. This study contributes to the understanding of communication practices in academic settings, emphasizing the influence of cultural dimensions on interaction strategies.

CONCLUSION

The findings and discussions suggest that English lecturers and class coordinators communicate via WhatsApp messages: Analysis of Hofstede's cultural dimensions. This study

shows that lecturers often provide short and concise responses in the power distance dimension, while class coordinator messages use formal and polite language. Regarding uncertainty avoidance, English lecturers' responses aim to minimize vagueness and ambiguity by providing specific instructions, deadlines, and clarity in communication. Regarding collectivism, lecturers in collectivist cultures often create WA groups to facilitate collective communication. The masculinity vs femininity dimension shows that masculinity-oriented cultures emphasize assertiveness and goal-oriented communication, while femininity-oriented cultures concentrate on relationships and empathy. In the long-term vs. short-term dimension, long-term-oriented lecturers send messages that affect the future, while short-term-oriented lecturers focus on immediate needs. Finally, in from indulgent cultures may communicate more casually with coordinators.

The results of Hofstede's cultural dimension analysis of the communication strategies employed by English lecturers and class coordinators in WhatsApp messages indicate that English lecturers tend to respond to messages casually and briefly, whereas class coordinators use polite and formal language in their messages. In addition, based on the class coordinator's response to the English lecturer's communication strategy, the class coordinator responded well and followed the instructions given. This study contributes to the understanding of communication practices in academic settings, emphasizing the influence of cultural dimensions on interaction strategies. Implication of study to integrating Hofstede's cultural dimension into digital communication research provides a nuanced understanding of how culture influences academic interaction. The study expands on previous research by incorporating cultural theory into WhatsApp-based communication analysis, offering insights into how digital platforms create communicative relationships in educational environments. The limitation of this study was based on the identification of the problem, focusing on the communication strategies of English lecturers and class coordinators via WhatsApp messages within the context of Hofstede's cultural dimensions. This study utilized document analysis, specifically screenshots of WhatsApp messages between English lecturers and class coordinators. For future researchers, it was suggested that they could use other media besides WhatsApp and analyze the interactions of lecturers with students in an academic context.

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