

Politeness Strategies in Arabic-Indonesian Classroom Communication: A Sociolinguistic Study

Moh Iqbal Dwi Hidayatullah ¹  

Mahbub Humaidi Aziz ²  

Muhammad Auladun akbar ³  

Aulia Rahman ⁴  

Fathorrahman ⁵  

^{1,3} Universitas Negeri Malang, Indonesia, ² Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia, ⁴ Sekolah Tinggi Agama Islam Negeri Mandailing Natal, Indonesia, ⁵ Al-Azhar University of Cairo, Egypt

American Psychological Association 7th Edition Style Citation

Correspondence Author : Moh Iqbal Dwi Hidayatullah moh.iqbal.2302316@students.um.ac.id

Article History

Received : 13/06/2026
Revised : 23/06/2026
Accepted : 24/06/2026

Keywords

Politeness Strategies;
Sociolinguistics; Code-Switching; Arabic Learning

Subjects

Applied Linguistics;
Sociolinguistics; Arabic
Language Education

Article Structure

[Introduction](#)
[Method](#)
[Findings and Discussion](#)
[Conclusion](#)
[References](#)

[Click to the content](#) 

Abstract

Linguistic politeness is an essential aspect of fostering effective communication and creating a conducive learning environment in foreign language education. This study aims to analyze the politeness strategies employed in Arabic language learning interactions at MAN 2 Kota Batu from a sociolinguistic perspective. The study adopted a descriptive qualitative approach, with data sources consisting of teachers' and students' utterances during Arabic language instruction, interview data, and classroom observations. Data were analyzed using Brown and Levinson's politeness theory, Holmes' language choice theory, Hymes' ethnography of communication, and Poplack's code-switching theory. The findings reveal that teachers employed various politeness strategies, including softened direct strategies, positive politeness, negative politeness, indirect strategies, and avoidance strategies. These strategies were used in delivering instructions, making requests, giving reprimands, and providing corrective feedback to students. Furthermore, Arabic-Indonesian code-switching and code-mixing were found to serve important pedagogical and social functions, including clarifying instructional content, facilitating students' comprehension, maintaining interpersonal relationships between teachers and students, and constructing a bilingual classroom identity. In the process of correcting language errors, teachers employed recasts, prompting, indirect correction, and praise-before-correction techniques to preserve students' confidence. Students' responses indicated that the implementation of these politeness strategies enhanced learning comfort, classroom participation, willingness to answer questions, and learning motivation. The study concludes that linguistic politeness functions not only as a communicative tool but also as a socio-pedagogical strategy that supports the effectiveness of bilingual Arabic learning in the madrasah context.



© 2026 The Author(s). Published by Diwan Media Pustaka

This is an Open Access article distributed under the terms of the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

A. Introduction

At present, language functions not only as a medium for conveying information but also as a social instrument that shapes interpersonal relationships within educational settings. In foreign language learning, the quality of interaction between teachers and students is greatly influenced by how language is used to manage communication, foster social closeness, and create a supportive learning environment. From a linguistic perspective, politeness plays a significant role in promoting comfortable communication, enhancing learning motivation, and reducing the potential for conflict in classroom interaction (Ginting, K. L. V. B., & Pasaribu, 2023). The importance of politeness becomes even more complex in bilingual classrooms, where teachers must simultaneously manage the use of the target language and the instructional language to deliver content, provide instructions, correct errors, and maintain interpersonal relationships with students. According to Brown and Levinson, politeness functions as a strategy for preserving both the speaker's and the hearer's face, thereby facilitating harmonious social interaction (Brown, 1987). Meanwhile, Holmes and Wilson emphasize that language use is always influenced by social context, power relations, identity, and the cultural norms that surround it (Holmes, J., & Wilson, 2022). Therefore, examining Arabic language learning in bilingual classrooms is essential for understanding how teachers' linguistic practices function not only as pedagogical tools but also as social mechanisms that support instructional effectiveness and foster positive interpersonal relationships within the classroom.

In Arabic learning, classroom interaction does not always support the development of a communicative learning environment. One of the most common challenges is the predominance of the first language used by both teachers and students, which limits students' opportunities to use and practice Arabic as the target language. Ideally, code-switching should function as a pedagogical strategy that facilitates content comprehension and promotes effective communication rather than replacing the use of Arabic during the learning (Syahid et al., 2025; Wanti & Arifa, 2022). Furthermore, direct teacher correction without the use of politeness strategies may cause students to feel embarrassed, anxious, and reluctant to participate, as a supportive classroom environment and positive teacher-student relationships are essential for minimizing foreign language anxiety (Attia & Algazo, 2025; Qomariyah & Setyabudi, 2021). Unsystematic code-switching may also lead students to rely excessively on translation rather than developing a contextual understanding of Arabic. These conditions indicate that linguistic politeness and the management of code-switching require serious attention to ensure that Arabic classroom interaction not only facilitates content comprehension but also fosters students' confidence, comfort, and students.

Politeness strategies, speech acts, and code-switching are closely interconnected within sociolinguistic studies because all three explain how language is used in accordance with social conditions, communicative purposes, and relationships among speech participants. Brown and Levinson classify politeness strategies into four categories: *bald on record*, *positive politeness*, *negative politeness*, and *off record* (Brown, 1987). These strategies can be employed to analyze how teachers provide instructions, invite students to respond, correct errors, or issue reprimands while maintaining social relationships in the classroom. Through the SPEAKING model, Hymes argues that speech events should be analyzed through the elements of *setting*, *participants*, *ends*, *act*

sequence, key, instrumentalities, norms, and genre (Hymes, 2013). This framework helps explain that teachers' and students' utterances cannot be separated from the context of place, purpose, atmosphere, norms, and interactional patterns in which they occur. Meanwhile, Poplack categorizes code-switching into *tag-switching*, and *intrasentential switching* (Poplack, 2020). This classification is particularly relevant for examining how teachers and students shift from Arabic to Indonesian, or vice versa, throughout the learning process.

Several previous studies provide important considerations for identifying research gaps that warrant further investigation. Three major areas of inquiry can be identified. First, studies on teachers' linguistic politeness strategies have examined how effective communication, interpersonal relationships, and conducive learning environments are established. These studies primarily focus on *negative politeness* as a means of maintaining social distance and minimizing threats to the interlocutor's face (Mahmud & Muhammed, 2026). Other studies have explored the negotiation of social hierarchy and the reinforcement of group membership through patterns such as "three-time offers" and hyperbolic emphasis involving religious oaths (Al Izzah et al., 2026). Second, studies on speech acts have investigated how teachers and students maintain interactional patterns within the classroom. Speech acts are manifested through forms such as *requestives, questions, mandates, prohibitives, and advisories* directed toward teachers and peers (Syammary et al., 2024). In addition, directive and assertive speech acts have been examined in relation to social roles, hierarchy, and interactional contexts, integrating Arabic learning with pragmatic competence and enabling communication that is more socially, culturally, and pedagogically appropriate (Wardana & Baharun, 2025).

Third, studies on code-switching and code-mixing suggest that language alternation in the classroom occurs not only because of vocabulary limitations but also as a means of providing clarification, maintaining interpersonal relationships, and strengthening students' understanding. Arabic academic communication encompasses two forms of code-switching, namely internal and external code-switching, as well as two forms of code-mixing, namely internal and external code-mixing. These phenomena are influenced by the multilingual competencies of both local and international speakers engaged in academic interaction (Firdaus et al., 2025). In the context of online learning, code-switching similarly occurs in internal and external forms, while code-mixing appears at the levels of words, phrases, clauses, idioms, and irregular combinations. Factors influencing these practices include the speaker, the interlocutor, the topic of conversation, and efforts to establish interpersonal closeness during interaction (Thoyyibah et al., 2024). Furthermore, code-switching and code-mixing are associated with students' multilingual backgrounds, as they are accustomed to using multiple languages in educational and social environments (Al-Azzawi et al., 2018). Therefore, this study seeks to understand how language alternation in Arabic learning functions as a communication strategy, a means of explaining instructional content, a tool for strengthening social relationships, and a mechanism for supporting the achievement of learning objectives.

Based on previous studies, research on linguistic politeness strategies, speech acts, code-switching, and code-mixing in Arabic learning has been widely conducted. However, most studies have examined these aspects separately. Previous research has primarily focused on the forms of politeness strategies, the

functions of speech acts, the types of language alternation, the factors influencing language shifts, or the clarificatory functions of code-switching in learning contexts. Studies that integrate teachers' politeness strategies, code-switching and code-mixing practices, and students' responses as a unified sociolinguistic interaction remain limited. Furthermore, the context of Madrasah Aliyah has received relatively little scholarly attention, despite the distinctive characteristics of Arabic-Indonesian classrooms, where Arabic functions as the target language while Indonesian serves as the explanatory language. Therefore, this study is important in addressing this research gap by analyzing politeness strategies, code-switching, code-mixing, and students' responses at Madrasah Aliyah Negeri 2 Kota Batu.

The general objective of this study is to describe linguistic politeness strategies in Arabic-Indonesian classroom interactions at Madrasah Aliyah Negeri 2 Kota Batu from a sociolinguistic perspective. Specifically, the study seeks to: first, identify the forms of politeness strategies employed by teachers when giving instructions, correcting errors, reprimanding students, providing motivation, and building social relationships with students. Second, the study aims to analyze the forms and functions of code-switching and code-mixing that emerge during the process of Arabic learning, particularly when teachers and students alternate between Arabic and Indonesian to explain instructional content, clarify meaning, or maintain the flow of communication. Third, the study seeks to explore students' responses to teachers' politeness strategies in terms of participation, acceptance, comfort, and willingness to use Arabic. Therefore, this study is expected to provide a more contextual, communicative, and pedagogical understanding of interactional patterns in Arabic-Indonesian classrooms.

B. Method

This study employed a descriptive qualitative approach from a sociolinguistic perspective. This approach was selected because the study aimed to describe and analyze politeness strategies in Arabic-Indonesian classroom interactions, particularly the use of Arabic and Indonesian during the learning process. Qualitative research enables researchers to understand linguistic phenomena contextually and naturally through the interactions that occur between teachers and students in the classroom. The focus of the study was directed toward forms of politeness strategies, functions of politeness, code-switching and code-mixing practices, language error correction, and students' responses in order to examine the social effects of the politeness strategies employed by teachers in Arabic learning.

The participants of this study were teachers and students of MAN 2 Kota Batu involved in Arabic learning activities in the classroom. The teacher participants consisted of two Arabic language teachers, while the student participants were selected based on their involvement in classroom learning interactions. The object of the study was the utterances produced during the process of Arabic learning, including both teachers' and students' utterances within Arabic-Indonesian interactions. The primary data consisted of spoken utterances collected during classroom learning activities, whereas the supporting data were obtained through semi-structured interviews, observation notes, and learning documentation.

To facilitate the data analysis process, the following research codes were employed:

Table 1. Research Codes

Code	Information	Code	Information
T1	Teacher 1	S3	Student 3
T2	Teacher 2	OBS	Class observation data
S1	Student 1	INT	Interview data
S2	Student 2	EXC	Quote speech data

In this qualitative study, the researcher served as the primary research instrument. The researcher played an active role throughout all stages of the research process, including observing classroom interactions, collecting data, recording utterances, and analyzing and interpreting the findings. The researcher's role as the primary instrument enabled a high level of sensitivity in understanding the social context and language use within Arabic-Indonesian learning interactions.

As supporting instruments, this study employed observation guidelines, semi-structured interview guidelines, and learning documentation. The observation guidelines were used to record forms of politeness strategies, instances of code-switching and code-mixing, and students' responses during the learning process. The interview guidelines were utilized to obtain additional information regarding the purposes of employing politeness strategies and the perspectives of both teachers and students on classroom interactions. Learning documentation was used to support the validity and trustworthiness of the research data.

The data were analyzed using an interactive qualitative data analysis model. The first stage involved data reduction, which consisted of selecting, focusing, and categorizing teachers' and students' utterances according to the categories of politeness strategies, politeness functions, code-switching, code-mixing, language error correction, and students' responses. The second stage involved data display, in which the data were organized into narrative descriptions, tables, and excerpts of classroom discourse to present the interactional patterns of Arabic-Indonesian classrooms in a clear and systematic manner. At this stage, the data were analyzed from a sociolinguistic perspective to examine the relationship between language use and the social context of learning. The third stage involved drawing conclusions, namely identifying patterns and interpreting the meanings of politeness strategy use in Arabic classroom interactions. The analysis process was conducted recursively and continuously until a comprehensive and consistent understanding of the research data was achieved.

C. Findings and Discussion

Linguistic Politeness Strategies

In this study, teachers employed several forms of politeness strategies during classroom interactions, particularly when giving instructions, asking students to read Arabic texts, correcting errors, and managing classroom activities.

Table 2. Linguistic Politeness Strategies

No	Aspect	Findings	Code
1	Direct Strategy	"Now try reading the first sentence. Slowly is fine, no need to rush."	(OBS-T1-EXC1)
2	Positive Politeness	"Your answer is already good; it just needs a slight adjustment in word"	(OBS-T2-EXC2)

	Strategies	order.”	
3	Negative Politeness Strategies	“عَفُوا, please pay attention first before we continue.”	(OBS-T1-EXC3)
4	Indirect Strategy	“It seems the class will understand more easily if everyone focuses on the board first.”	(OBS-T2-EXC4)
5	Avoidance Strategies	“I avoid using words that directly blame students because they usually feel embarrassed.”	(INT-T1)

The findings indicate that politeness strategies in Arabic-Indonesian classroom interactions emerged through various forms of communication between teachers and students. Classroom interaction functioned not only as a means of delivering Arabic learning content but also as a social space in which teachers and students established relationships, maintained communicative norms, and negotiated language choices according to the learning context. Observation and interview data revealed that teachers employed a variety of polite expressions in both Arabic and Indonesian, such as عَفُوا, تَقَضَّلْ, شُكْرًا, "please", and "kindly". These expressions frequently appeared when teachers provided instructions, asked students to read Arabic texts, corrected errors, reprimanded students, or directed the attention of the class.

Negative politeness strategies were also found to be particularly prominent in classroom interactions. Teachers frequently employed mitigated requests such as “please pay attention”, “kindly listen first”, “عَفُوا, let us focus for a moment,” and “please open the next page.” These strategies demonstrate that teachers maintained their classroom management role while avoiding harsh or authoritarian language. In the context of Arabic learning, such عَفُوا often functioned as politeness markers preceding teachers’ reprimands or instructions. For example, when the classroom became noisy, teachers did not directly tell students to “be quiet”; instead, they employed expressions such as “عَفُوا, let us focus for a moment.” This finding suggests that politeness serves as a mechanism for reducing potential tension in classroom interaction.

Functions of Politeness Strategies

Politeness strategies serve both social and pedagogical functions. Socially, politeness is employed to maintain positive relationships between teachers and students. Pedagogically, it helps students maintain their confidence, particularly when they are required to read, respond, or correct errors in Arabic.

Table 3. Function of Politeness Strategies

No	Aspect	Findings	Code
1	Maintain Social Relationships	“If the teacher speaks politely, we also feel closer to and more respectful toward the teacher.”	(INT-S1)
2	Reducing Face Threat	“I don’t want students to feel embarrassed when they misread. So I correct them in a gentler way.”	(INT-T1)
3	Show Respect	“We usually call the teacher ‘Sir’ or ‘Ms’ because it is a form of respect in the	(INT-S2)

		classroom.”	
4	Building Intimacy	“I sometimes use the address terms ‘friends’ or ‘antum’ so that students feel involved.”	(INT-T2)
5	Motivate Students	“If the teacher gives encouragement first, I feel more confident to answer even if I am not sure I am correct.”	(INT-S3)

The findings further indicate that politeness plays a significant social role in classroom interaction. It is used to maintain teacher–student relationships, reduce students’ embarrassment when making mistakes, express respect, foster rapport, and encourage students to participate more actively. Students reported feeling more comfortable when teachers used gentle language and avoided directly assigning blame. This tendency was particularly evident when students were asked to read Arabic texts or answer questions in front of their classmates. In such situations, students often experienced anxiety about making mistakes in pronunciation, vocabulary use, or sentence construction. Therefore, teachers’ politeness strategies contributed to reducing students’ anxiety and encouraging their participation in classroom activities.

Arabic–Indonesian classroom interaction also revealed dynamic patterns of language choice. Teachers and students did not use Arabic exclusively throughout the learning process. Arabic was more frequently used for greetings, salutations, prayers, simple instructions, politeness expressions, and communicative practice. In contrast, Indonesian was employed when teachers explained more complex content, particularly topics related to *nahwu* and *sharaf* rules, vocabulary meanings, and grammatical concepts. This pattern suggests that the use of two languages in the classroom is not merely a consequence of students’ limited linguistic proficiency; rather, it represents a communicative strategy that facilitates more effective learning.

Politeness in Arabic Language Error Correction

Error correction represents one of the most sensitive situations in Arabic learning. The findings indicate that teachers frequently employed politeness strategies when correcting pronunciation, sentence structure, word formation, and the application of *nahwu* and *sharaf* rules. Teachers tended to use praise, repetition of the correct form, and prompting questions before indicating that a student’s response was inaccurate.

Table 4. Politeness in Arabic Language Error Correction

No	Aspect	Findings	Code
1	Immediate Correction	"Please repeat that word. The pronunciation of the letter ‘ain needs to be clearer."	(OBS-T1-EXC9)
2	Indirect Correction	"Is the <i>dhamir</i> being used consistent with its <i>fa'il</i> ?"	(OBS-T2-EXC10)
3	Recast	Student: "أنا يكتب" teachers: "أنا أكتب. try repeating, أنا أكتب."	(OBS-T1-EXC11)
4	Prompting	"If the subject is feminine, what should the <i>fi'il</i> form be?"	(OBS-T2-EXC12)

5	Praise Before Correction	"Your reading is already good; we only need to adjust the vowel length a little."	(OBS-T1-EXC13)
---	--------------------------	---	----------------

The findings further reveal that error correction constituted an important aspect of classroom interaction. During the learning process, students frequently made errors in letter pronunciation, vowel length, pronoun (dhamir) usage, verb (fi'il) forms, sentence structure, as well as nahwu and sharaf rules. Teachers did not always correct these errors directly. Instead, they often employed more mitigated correction strategies, such as repeating the correct form, providing prompting questions, or offering praise before delivering corrective feedback. For example, when a student stated: "أنا يكتبُ", the teacher does not immediately state that it is wrong, but repeats the correct form by saying "أنا أكتبُ", try repeating, أنا أكتبُ." This strategy reflects a form of recast that preserves students' face while simultaneously correcting linguistic errors.

In addition to recasts, teachers also employed prompting questions to help students recognize their own mistakes. Teachers might ask questions such as, "If the subject is feminine, what should the fi'il form be?" or "Is the dhamir consistent with the fa'il?" Questions of this kind provide students with opportunities to reflect and revise their responses without feeling directly blamed. These findings suggest that correction in Arabic learning is not merely a linguistic act but also a social one. Teachers must ensure that errors are corrected while simultaneously maintaining students' confidence and willingness to continue participating in the learning process.

Language Choice, Code-Switching, and Code-Mixing

The findings indicate that classroom interaction did not occur in a monolingual environment. Teachers and students alternated between Arabic and Indonesian throughout the learning process. Arabic was primarily used for greetings, salutations, simple instructions, prayers, and politeness expressions, whereas Indonesian was employed to explain more complex content, particularly topics related to nahwu, sharaf, and vocabulary meanings.

Table 5. Language Choice, Code-Switching, and Code-Mixing

No	Aspect	Findings	Code
1	Use of Arabic	"كيف حالكم؟ هل أنتم مستعدون للدرس اليوم؟"	(OBS-T1-EXC5)
2	Use of Indonesian	"The <i>fi'l māḍī</i> is used to express actions that have already taken place, whereas the <i>fi'l muḍāri'</i> denotes actions occurring in the present or future."	(OBS-T2-EXC6)
3	Arabic to Indonesian (Code Switching)	"اقرأ الجملة الأولى! now, what does this first sentence mean?"	(OBS-T1-EXC7)
4	Arabic Insertion in Indonesian (Code mixing)	"عَفْوًا, please pay attention first before we continue بعد ذلك."	(OBS-T2-EXC8)
5	Clarifying the Material (Code Switching)	"I use Indonesian when explaining the rules so that students don't just copy, but also understand."	(INT-T1)

	Function)		
--	-----------	--	--

Code-switching from Arabic to Indonesian was evident when teachers initiated instructions in Arabic and subsequently continued their explanations in Indonesian. For example, a teacher stated: "إقرأ الجملة الأولى، now, what is the meaning of this first sentence?" Such a pattern indicates that Arabic is used to establish the instructional atmosphere, whereas Indonesian is employed to ensure students' comprehension. Code-mixing was also evident in utterances such as: "عفوا، please pay attention first before we continue بعد ذلك." The Arabic-Indonesian code-mixing observed in these utterances demonstrates that Arabic elements function not only as learning content but also as markers of politeness and indicators of classroom identity.

Students' Responses to Teachers' Politeness Strategies

Students' responses constitute an important indicator for examining the social effects of politeness strategies in classroom interaction. The findings indicate that students felt more comfortable, more confident in answering questions, and more receptive to corrective feedback when teachers employed polite language. Conversely, overly direct and harsh correction had the potential to discourage participation and make students more passive.

Table 6. Students' Responses to Teachers' Politeness Strategies

No	Aspect	Findings	Code
1	Courage to Answer	"I would be more willing to answer if the teacher didn't immediately blame me."	(INT-S3)
2	Learning Comfort	"If the teacher speaks softly, I am not so afraid to read in front of my friends."	(INT-S2)
3	Class Participation	"Students are more active if the classroom atmosphere is not tense."	(INT-T1)
4	Attitude Towards Correction	"I don't mind being corrected, as long as it's done well and doesn't embarrass me."	(INT-S1)
5	Motivation to Learn	"If the teacher gives me appreciation, I become more enthusiastic about learning Arabic."	(INT-S4)

The findings further reveal that students generally responded positively to teachers' politeness strategies. Students reported feeling more comfortable, more willing to answer questions, and more open to correction when teachers used polite and supportive language. They indicated that they were not afraid to attempt responses when teachers did not immediately dismiss or criticize their answers. In contrast, excessively harsh or overly direct correction could make students reluctant to speak and less willing to participate in classroom interaction. These findings suggest that teachers' politeness significantly influences the communicative climate of the classroom. In Arabic learning, students' willingness to take risks and attempt language use is essential, as linguistic competence cannot develop without active practice and participation.

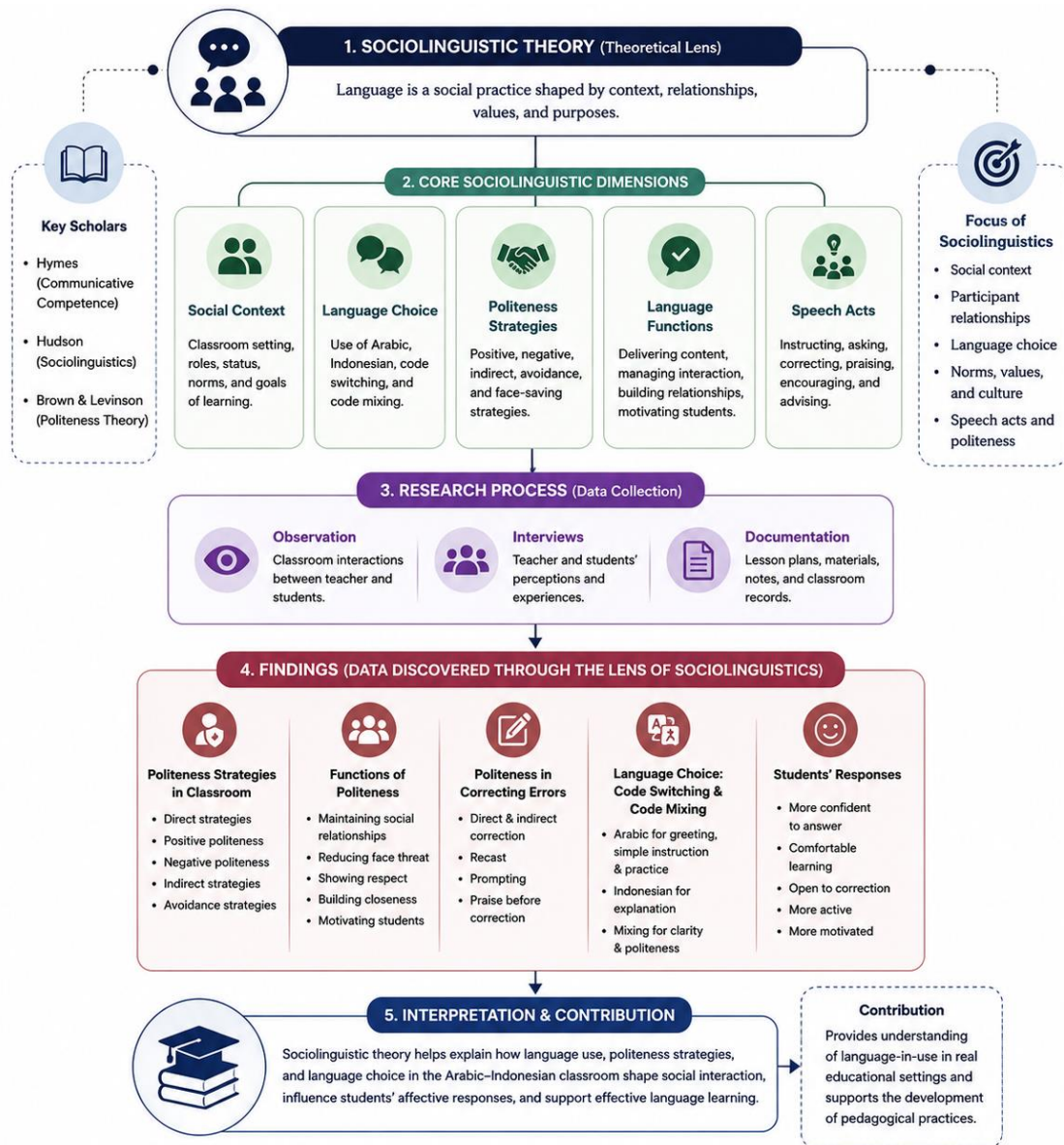


Figure 1. Conceptual Framework: Applying Sociolinguistic Theory as a Lens to Explore Research Findings

Discussion

Politeness strategies in Arabic-Indonesian classroom interactions demonstrate that language functions not only as a means of delivering instructional content but also as a tool for building social relationships between teachers and students (Rifa'i, 2021). From a sociolinguistic perspective, language choice is always associated with social context, speaker roles, participant relationships, classroom norms, and communicative purposes (Hasnitah, A., Kuntarto, E., & Haryani, 2023). The findings indicate that teachers employed various forms of politeness when giving instructions, correcting errors, reprimanding students, asking students to read Arabic texts, and directing classroom attention. These forms included softened direct utterances, appreciative expressions, mitigated requests, indirect reprimands, and the avoidance of expressions that could potentially embarrass students. These findings suggest that

politeness serves as an interactional mechanism that maintains a balance between teacher authority and students' comfort in the process of Arabic learning.

According to Brown and Levinson's theory, politeness is closely related to the concept of *face*, namely the social self-image that individuals seek to maintain during interaction. Teachers possess the authority to provide instructions and corrective feedback; however, such actions may become *face-threatening acts* when expressed in an overly direct, harsh, or embarrassing manner. These findings can also be interpreted through Holmes' perspective, which argues that language use in social interaction is influenced by power relations, social distance, levels of formality, and communicative purposes. In the context of Arabic learning classrooms, teachers maintained their instructional role while selecting more polite linguistic forms to ensure that students continued to feel respected and valued.

The findings revealed several forms of politeness strategies, namely direct strategies, positive politeness strategies, negative politeness strategies, indirect strategies, and avoidance strategies. A direct strategy can be observed in the utterance, "Now, please try to read the first sentence. Take your time; it is okay." This utterance is direct because the teacher explicitly asks the student to read. However, the directive does not appear as a harsh command because it is softened by the phrases "take your time" and "it is okay." Within Brown and Levinson's framework, this can be interpreted as a mitigated form of *bald on record* supported by affective reinforcement. The teacher delivers the instruction clearly while reducing the psychological pressure that students may experience.

A positive politeness strategy is reflected in the utterance, "Your answer is already good; we just need to refine the sentence structure a little." The expression "already good" demonstrates appreciation for the student's effort, while the phrase "we just need to refine" frames the correction as a collaborative process. According to Brown and Levinson, this form represents *positive politeness*, particularly through the use of in-group identity markers and attention to the hearer's needs. The inclusive pronoun "we" positions teachers and students within the same activity, thereby preventing students from feeling individually criticized (Galib, S. A et al., 2022). This strategy protects students' *positive face*, namely their need to be appreciated and accepted, especially considering that students in Arabic learning often experience anxiety about making mistakes in pronunciation, vocabulary use, or sentence structure. Meanwhile, negative politeness is evident in the utterance, "Afwan, please pay attention before we continue." The word *afwan* and the expression "please" function as mitigators that soften the directive (Mansur, 2015). In Brown and Levinson's theory, *negative politeness* is employed to respect the hearer's *negative face*, namely the desire to remain free from imposition. The use of *afwan* may also be interpreted as a form of apologizing that acknowledges a temporary interruption to students' autonomy. In politeness studies, apologetic expressions are commonly used to maintain social harmony and demonstrate respect for the interlocutor's comfort (Zainuddin, N. A. N., & Yaqin, 2024). Through this strategy, teachers are able to maintain classroom control without resorting to harsh commands while preserving positive interpersonal relationships with students.

Indirect strategies can be observed in the utterance, "It seems that the class would understand more easily if everyone focused on the board first." This statement does not directly address a specific student who is not paying attention;

rather, it conveys a reprimand through a general observation. According to Brown and Levinson, this form closely resembles an *off record* strategy, in which speakers communicate their intentions implicitly so that hearers can understand the message without feeling directly attacked. Avoidance strategies were also evident in teachers' statements indicating that they deliberately avoided expressions that directly blamed students because such language could cause embarrassment. Instead, teachers tended to employ *face-saving* strategies through indirect hints and softened utterances (Aporbo, R. J. et al., 2024). From Brown and Levinson's perspective, avoiding excessively threatening forms of speech constitutes an effort to minimize *Face Threatening Acts (FTA)*. This strategy demonstrates teachers' sensitivity to students' affective conditions in Arabic learning, particularly because language errors are often closely associated with students' confidence in using a foreign language.

When compared with Brown and Levinson's politeness theory, the politeness strategies identified in Arabic learning classrooms demonstrate a strong correspondence with their classification of politeness strategies, namely *bald on record*, *positive politeness*, *negative politeness*, and *off record*. Teachers employed direct strategies to maintain instructional effectiveness; however, these strategies were often mitigated through reassuring expressions such as "take your time" or "it is okay." On the other hand, the findings indicate that politeness strategies serve not only to preserve *face* but also as pedagogical tools for fostering students' confidence in using Arabic. While Brown and Levinson primarily conceptualize politeness as a means of reducing threats to the speaker's and hearer's *face*, the educational context reveals an additional function. Teachers utilize these strategies to create a supportive classroom environment and to encourage students to participate actively in the learning process.

The functions of politeness strategies identified in the findings can be categorized into two major domains: social functions and pedagogical functions. The social function of language in learning interactions is reflected in teachers' efforts to maintain interpersonal relationships with students through the use of politeness strategies. Linguistic politeness in academic interaction serves to preserve harmonious social relationships and demonstrate respect toward interlocutors (Piantari, L. L., & Bawarti, 2016). Students reported that when teachers communicated politely, they felt closer to them and developed greater respect for them. This finding suggests that politeness is not merely a communicative norm but also a means of fostering social relationships within the classroom. In Brown and Levinson's theory, this function is closely related to the variable of social distance. Although teacher-student relationships are inherently hierarchical and characterized by unequal power relations, the use of politeness strategies facilitates the development of closer interpersonal relationships and contributes to a more supportive learning environment (Diyani, N. L. S., Putra, I. N. A. J., & Adnyani, 2023).

On the other hand, the strategic role of politeness also extends to the pedagogical domain, where it is utilized to minimize embarrassment, maintain students' self-confidence, and enhance their motivation to remain actively engaged in classroom participation. Teachers reported that adopting a gentle approach when providing corrective feedback was intended to prevent students from feeling intimidated when making reading errors. According to Brown and Levinson's theory, correction constitutes a potentially face-threatening act because it may

lead students to perceive that their language abilities are being evaluated negatively. Therefore, politeness strategies function as a form of *redressive action*, aimed at reducing threats to students' *positive face*. Holmes argues that language choice in social interaction is influenced by power relations and solidarity among participants. In educational settings, teachers possess institutional authority; however, specific linguistic strategies can be employed to foster more supportive and collaborative relationships with students (Holmes, J., & Wilson, 2022).

The findings also indicate that politeness serves as a motivational strategy. Students reported feeling more confident in responding when teachers first provided encouragement and support. Within Brown and Levinson's framework, speakers select particular strategies to adjust the *weightiness of FTA* so that the psychological impact of an utterance can be minimized. By creating a safe and supportive classroom environment, teachers effectively reduce the psychological "cost" associated with language errors, thereby encouraging students to participate more actively. This condition, in turn, enhances students' *willingness to communicate*, as a sense of psychological safety reduces their concerns about the risks of making linguistic mistakes (Peng, 2012). In Arabic learning classrooms, students' willingness to attempt language use is particularly important because language competence develops through active practice. Teachers' politeness contributes to the creation of a secure classroom atmosphere in which students are less afraid of making mistakes.

Politeness in language error correction emerged as one of the key findings of this study. The data indicate that teachers employed various corrective strategies, including direct correction, indirect correction, recasts, prompting, and praise before correction. Direct correction can be observed in the utterance, "Please repeat that word. The pronunciation of the letter 'ain needs to be clearer." Although direct in nature, this utterance remains polite because the teacher does not explicitly state that the student is "wrong"; instead, attention is directed toward a specific aspect that requires improvement. Such a strategy represents a form of mitigation intended to preserve students' emotional comfort during the learning process (Mansur, 2015). From Brown and Levinson's perspective, this form of correction remains acceptable because it is performed within the context of a *task-oriented activity* and is intended to help students acquire the correct linguistic form. Corrections that focus on tasks or language performance tend to be more acceptable than criticism directed at personal attributes (Hattie & Timperley, 2007).

Indirect correction can be observed in the question, "Is the *dhamir* used consistent with the *fa'il*?" This form of correction provides students with an opportunity to evaluate their own responses. Within Brown and Levinson's framework, such a strategy can be classified as a form of *negative politeness* or *off record*, as the teacher does not explicitly state that the student's answer is incorrect. The teacher's effort to preserve students' *face* is reflected in the avoidance of direct pressure and the provision of opportunities for self-correction. This strategy is realized through the use of cues or prompts that enable students to recognize their mistakes independently without feeling intimidated in front of their classmates (Lyster & Ranta, 1997).

The recast strategy is seen when students say "أنا يكتبُ" then the teacher corrects it with "أنا أكتبُ. Try repeating, أنا أكتبُ." The teacher did not explicitly state that the student's response was incorrect; instead, a correct linguistic model was

provided. From Brown and Levinson's perspective, this strategy can be understood as a highly mitigated form of correction because the teacher avoids using explicit markers such as "wrong" or "do not." Consequently, the threat to students' positive face is minimized, as the correction appears to be a natural part of the ongoing interaction rather than a direct evaluation of the student's performance. This strategy preserves students' face while simultaneously maintaining the accuracy of Arabic language use. Prompting strategies were also evident in questions such as, "If the subject is feminine, what should the fi'il form be?" Such questions encourage students to reactivate their knowledge of nahwu and sharaf. This strategy not only facilitates the process of self-repair but also enhances students' grammatical awareness of Arabic language rules (Ellis, R., Loewen, S., & Erlam, 2006). Therefore, corrective feedback functions not merely as a means of correcting errors but also as a tool for developing students' linguistic awareness.

Praise preceding correction, such as "Your reading is already good; we only need to adjust the vowel length a little," demonstrates how teachers combine appreciation with corrective feedback. This strategy is consistent with Akbar's findings, which indicate that supportive teacher-student interpersonal communication can enhance students' motivation in learning to read the Qur'an (Akbar, 2024). Within Brown and Levinson's framework, this strategy represents a combination of *positive politeness* and corrective action. Teachers first attend to students' *positive face* through praise before performing an FTA in the form of correction. This strategy reflects a balance between academic demands and the psychological well-being of students. From a sociolinguistic perspective, language correction is no longer viewed merely as a pedagogical act but also as a social act involving power relations, classroom norms, and *face* management. This interpretation is consistent with the argument of Crichton et al., who suggest that teachers tend to employ sensitive error correction in order to preserve students' self-esteem and prevent feelings of embarrassment in front of their peers (Crichton, H., Templeton, B., & Valdera, 2017).

The findings indicate that Arabic-Indonesian classroom interaction was inherently bilingual in nature. Teachers and students did not use Arabic exclusively throughout the learning process. Arabic was primarily employed for greetings, salutations, prayers, simple instructions, politeness expressions, and communicative practice. In contrast, Indonesian was used to explain more complex content, including *nahwu*, *sharaf*, vocabulary meanings, and grammatical concepts. This finding is consistent with Wiranto's study, which suggests that the use of both languages is consciously implemented as a pedagogical strategy to bridge students' comprehension gaps (Wiranto, 2022). This pattern demonstrates that language choice in the classroom is not random; rather, it follows specific communicative functions.

According to Poplack (2020), code-switching may occur in the forms of tag-switching, intersentential switching, and intrasentential switching (Poplack, 2020). In the present study, instances of code-switching were observed in utterances such as: "اقرأ الجملة الأولى." "Now, what does this first sentence mean?" This utterance illustrates a shift from Arabic to Indonesian. The first part functions as an instruction delivered in the target language, whereas the second part serves to clarify meaning. This pattern suggests that teachers use Arabic to establish the instructional atmosphere of the classroom while employing Indonesian to ensure students' comprehension. Instances of code-mixing can be observed in utterances

such as: “عفوا، please pay attention first before we continue بعد ذلك.” Arabic elements such as عفوا and بعد ذلك embedded within an Indonesian sentence structure. From Poplack’s perspective, this phenomenon can be interpreted as the insertion of elements from one language into the structure of another within a single utterance. However, from a sociolinguistic perspective, such insertions function not only as instances of language variation but also as markers of politeness and symbols of classroom identity. Say عفوا refine the instructions, while بعد ذلك maintaining Arabic nuances in classroom interactions.

Language choice can also be explained through Hymes’ theory of the ethnography of communication, particularly the SPEAKING framework (Hymes, 2013). In this context, the *setting* is the Arabic language classroom, the *participants* are the teachers and students, the *ends* are the development of Arabic language proficiency and comprehension, the *key* is characterized by a polite and educational atmosphere, the *instrumentalities* include both Arabic and Indonesian, and the *norms* refer to classroom etiquette and respect for teachers. From this perspective, code-switching and code-mixing are not merely linguistic phenomena but also communicative practices shaped by social context and instructional objectives.

These findings indicate that Arabic functions as a symbol of learning, a marker of religious-academic identity, and a medium for communicative habituation, whereas Indonesian serves as a tool for clarification. The two languages therefore complement one another. The use of Indonesian does not diminish the value of Arabic learning; rather, it functions as a mediating strategy that enables students not only to imitate but also to understand the structure and meaning of the Arabic language.

The findings presented above indicate that students generally responded positively to the politeness strategies employed by teachers. Students reported feeling more comfortable, more confident in answering questions, more receptive to corrective feedback, and more motivated when teachers used polite language. Several students stated, “I am more willing to answer when the teacher does not immediately tell me that I am wrong,” and “I do not mind being corrected as long as it is done in a respectful way and does not embarrass me.” These responses highlight the significant influence of teachers’ politeness strategies on students’ affective dimensions, including their sense of security, motivation, and willingness to engage in classroom interaction. Furthermore, these strategies contribute to the creation of a supportive classroom climate, reduce students’ anxiety, and encourage higher levels of active participation. As a result, the overall learning process becomes more effective and productive (Brown, 1987; Fitriyani & Andriyanti, 2020).

Based on the thematic analysis, three major themes emerged from students’ responses. First, confidence in responding. Students demonstrated more active participation when teachers responded to errors without directly assigning blame. This strategy enhanced students’ willingness to use Arabic, which functions as a second language within the context of foreign language learning. Errors were perceived as a natural part of the learning process; when addressed in a harsh manner, students tended to remain silent in order to avoid embarrassment (Brown, 1987; Haryanto et al., 2018). Second, learning comfort. Students reported feeling more confident when reading aloud in front of the class because teachers delivered instruction and feedback in a gentle and supportive manner. Reading

Arabic texts in front of classmates involves social risks, including errors in pronunciation, vowel length, and sentence structure. Teachers' politeness strategies helped reduce these psychological risks, thereby creating a safer and more supportive classroom environment for language practice (Horwitz et al., 1986; Khajavy et al., 2018).

Third, participation and learning motivation. Students became more active and motivated when the classroom atmosphere was non-threatening, and teachers' appreciation of their efforts enhanced their enthusiasm for learning Arabic. These findings indicate that teachers' politeness has implications not only for interpersonal relationships but also for students' learning behaviors. Politeness strategies encourage students to take risks, accept corrective feedback, and continue the learning process without fear of embarrassment (Fitriyani & Andriyanti, 2020; Khajavy et al., 2018). From a sociolinguistic perspective, these student responses confirm that teachers' language use has significant social and pedagogical consequences. Polite language reinforces students' sense of psychological safety, fosters positive interpersonal relationships, and promotes greater classroom participation. Therefore, teachers' politeness strategies constitute an important factor in establishing a productive classroom communication climate. Particularly within the context of Arabic-Indonesian classrooms, politeness functions as a bridge between language development, norms of etiquette, and students' psychological needs (Brown, 1987; Fitriyani & Andriyanti, 2020; Haryanto et al., 2018).

D. Conclusion

Based on the findings and discussion, this study demonstrates that politeness strategies in Arabic-Indonesian classroom interactions at MAN 2 Kota Batu play a significant role in fostering effective, humane, and participatory learning communication, where teachers employ various forms of politeness strategies including mitigated direct strategies, positive politeness, negative politeness, indirect strategies, and avoidance strategies, which appear in instructional delivery, student reprimands, motivation, and corrective feedback through expressions such as "take your time," "it is okay," "sorry," "please," "kindly," and "would you please," while simultaneously functioning as both social and pedagogical mechanisms that maintain harmonious teacher-student relationships, reduce embarrassment, strengthen interpersonal closeness, build student confidence, and encourage active participation in Arabic learning; furthermore, the study identifies language choice, code-switching, and code-mixing as central sociolinguistic features in classroom communication, where Arabic is used for greetings, salutations, prayers, simple instructions, and routine politeness expressions, while Indonesian is applied for explaining complex linguistic materials such as nahwu, sharaf, vocabulary meanings, and grammatical structures, and in corrective practices teachers apply mitigated correction, indirect correction, recasts, prompting, and praise-before-correction techniques to ensure error awareness without threatening student confidence, resulting in student responses that reflect increased comfort, higher confidence in responding, greater receptiveness to feedback, and stronger learning motivation, thereby positioning politeness as a socio-pedagogical strategy that significantly contributes to the effectiveness of Arabic language learning at MAN 2 Kota Batu.

References

- Akbar, K. (2024). KOMUNIKASI INTERPERSONAL GURU TAHFIDZ DALAM MEMOTIVASI BELAJAR MEMBACA AL-QUR'AN. *Qiro'ah: Jurnal Pendidikan Agama Islam*, 14((1)), 137-145. <https://doi.org/https://doi.org/10.33511/qiroah.v21n1>
- Al-Azzawi, Q. O., Saadon, M. M., & Mahdi, H. H. (2018). Code Switching and Code Mixing: A Sociolinguistic Study of Senegalese International Students in Iraqi Colleges. *مجلة جامعة بابل للعلوم الانسانية*, ٢٦(٣), ١١٢-١٢٢. <https://www.journalofbabylon.com/index.php/JUBH/article/view/1260>
- Al Izzah, S., Mohamad Zaka Al Farisi, Rinaldi Supriadi, & Fathan Muinudinillah. (2026). Politeness Strategies in Arabic Request Speech Acts by Non-Native Speakers at Ma'had Al Imarat. *Alibbaa': Jurnal Pendidikan Bahasa Arab*, 7(1), 325-349. <https://doi.org/10.19105/ajpba.v7i1.23677>
- Aporbo, R. J., Barabag, J. M. C., Catig, B. U., & Claveria, C. M. P. (2024). Face-threatening and face-saving speech acts of teachers: A discourse analysis of classroom interactions. *World Journal of English Language*, 14(3). <https://doi.org/https://doi.org/10.5430/wjel.v14n3p413>
- Attia, S., & Algazo, M. (2025). Foreign language anxiety in EFL classrooms: teachers' perceptions, challenges, and strategies for mitigation. *Frontiers in Education*, 10, 1614353. <https://doi.org/10.3389/feduc.2025.1614353>
- Brown, P. (1987). *Politeness: Some universals in language usage* (Vol. 4). Cambridge university press. https://books.google.co.id/books?id=OG7W8yA2XjcC&printsec=copyright&redir_esc=y#v=onepage&q&f=false
- Crichton, H., Templeton, B., & Valdera, F. (2017). Face values: the use of sensitive error correction to address adolescents' face issues in the modern languages classroom. *The Language Learning Journal*, 45((1)), 51-65. <https://doi.org/https://doi.org/10.1080/09571736.2013.876090>
- Diyani, N. L. S., Putra, I. N. A. J., & Adnyani, N. L. P. S. (2023). Politeness strategies applied by teachers in early childhood education. *Lingua Scientia*, 30(1), 54-. <https://doi.org/https://doi.org/10.23887/ls.v30i1.59260>
- Ellis, R., Loewen, S., & Erlam, R. (2006). Implicit and explicit corrective feedback and the acquisition of L2 grammar. *Studies in Second Language Acquisition*, 28((2)), 339-368. <https://doi.org/https://doi.org/10.1017/S0272263106060141>
- Firdaus, R. M., Rohanda, R., & Muslikah, S. (2025). Blending Languages: Code-Switching and Code-Mixing in Academic Arabic Communication in Abu Dhabi. *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 11(2), 203-220. <https://doi.org/10.15408/a.v11i2.42319>
- Fitriyani, S., & Andriyanti, E. (2020). Teacher and Students' Politeness Strategies in EFL Classroom Interactions. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 4(2), 259. <https://doi.org/10.21093/ijeltal.v4i2.473>
- Galib, S. A., Tsuraya, A. S., Abubakar, M., Nur, N. A., Nawir, M. S., & Nawir, M. S. (2022). The different uses of the pronoun 'we' by EFL teachers in classroom interaction. *Studies in English Language and Education*, 9(1), 384-.

<https://doi.org/https://doi.org/10.24815/siele.v9i1.21458>

- Ginting, K. L. V. B., & Pasaribu, A. N. (2023). Politeness strategies in classroom interaction between teacher and students and among students at senior high school. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 11((1)), 289–297. <https://doi.org/https://doi.org/10.24256/ideas.v11i1.3799>
- Haryanto, H., Weda, S., & Nashruddin, N. (2018). Politeness principle and its implication in EFL classroom in Indonesia. *XLanguage" European Scientific Language Journal"*, 11(4), 90–112. https://www.researchgate.net/publication/328895350_Politeness_principle_and_its_implication_in_EFL_classroom_in_Indonesia
- Hasnitah, A., Kuntarto, E., & Haryani, M. (2023). Sociolinguistik Dalam Pembelajaran Bahasa Indonesia. *Literasi*, 13(2), 442. <https://doi.org/10.23969/literasi.v13i2.7442>
- Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>
- Holmes, J., & Wilson, N. (2022). An introduction to sociolinguistics. (G. L. Brian Walker, Willem Hollmann (ed.); 6th Editio). Routledge. <https://doi.org/https://doi.org/10.4324/9780367821852>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://www.ling.ohio-state.edu/research/groups/lacqueys/readings/horowitz.pdf>
- Hymes, D. (2013). *Foundations in sociolinguistics: An ethnographic approach*. Routledge. <https://books.google.co.id/books?id=B3NIAeabrHwC&printsec=copyright&hl=id#v=onepage&q&f=false>
- Khajavy, G. H., MacIntyre, P. D., & Barabadi, E. (2018). Role Of The Emotions and Classroom Environment In Willingness To Communicate. *Studies in Second Language Acquisition*, 40(3), 605–624. <https://doi.org/10.1017/S0272263117000304>
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies in Second Language Acquisition*, 19(1), 37–66. https://www.researchgate.net/publication/252160472_Corrective_feedback_and_learner_uptake
- Mahmud, G. I., & Muhammed, W. G. A. (2026). Between Sincerity and Politeness: A Sociopragmatic Analysis of Ritual Offerings and Politeness Strategies among Libyan Arabic Speakers. *Journal of Libyan Academy Bani Walid*, 2(1), 615–625. https://www.researchgate.net/publication/401492548_Between_Sincerity_and_Politeness_A_Sociopragmatic_Analysis_of_Ritual_Offerings_and_Politeness_Strategies_among_Libyan_Arabic_Speakers
- Mansur, A. A. (2015). Mitigasi: Upaya Penghalusan Tuturan Sebagai Wujud Strategi Kesantunan. *Diglossia: Jurnal Kajian Ilmiah Kebahasaan Dan Kesusastaan*, 7(1). <https://doi.org/https://doi.org/10.26594/diglossia.v7i1.393>

- Peng, J. E. (2012). Towards an ecological understanding of willingness to communicate in EFL classrooms in China. *System*, 40(2), 203-213. <https://doi.org/https://doi.org/10.1016/j.system.2012.02.002>
- Piantari, L. L., & Bawarti, E. (2016). Kesantunan berbahasa dalam interaksi akademik di Fakultas Sastra UAI. *Jurnal Al-Azhar Indonesia Seri Humaniora*, 3(3), 240-. <https://doi.org/http://dx.doi.org/10.36722/sh.v3i3.211>
- Poplack, S. (2020). Sometimes I'll start a sentence in Spanish y termino en español: toward a typology of code-switching. In *The Bilingualism Reader* (pp. 213–243). Routledge. <https://doi.org/10.4324/9781003060406-24>
- Qomariyah, L., & Setyabudi, M. A. (2021). Politeness Strategies in Internalizing moderation Value used By Teacher of Arabic Language. *Asalibuna*, 5(01), 81–94. <https://doi.org/10.30762/asa.v5i1.3366>
- Rifa'i, A. (2021). Kajian Filosofi Pendekatan Komunikatif dalam Pembelajaran Bahasa Arab. *Revorma: Jurnal Pendidikan Dan Pemikiran*, 1(1), 60–7. <https://doi.org/10.62825/revorma.v1i1.1>
- Syahid, A. H., Susilawati, A., & Nuroh, N. (2025). Bilingual Code Switching in Arabic Learning Among Indonesian Learners: A Sociolinguistic Perspective. *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab*, 8(1), 180–195. <https://doi.org/10.17509/alsuniyat.v8i1.81259>
- Syammmary, N. A., Syifaussakinah, S., AlamAlam, F. N. S., & Firmansyah, H. F. H. (2024). Student Directive Speech Acts to Teachers and Peers in Arabic Language Learning. *Jurnal Al-Maqayis*, 11(1), 144–159. <https://doi.org/10.18592/jams.v11i1.12725>
- Thoyyibah, A., Putra, W. H., & Haruna, H. A. (2024). Arabic Online Learning: Code-Switching and Code-Mixing in Higher Education. *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab*, 7(2), 291–307. <https://doi.org/10.17509/alsuniyat.v7i2.70094>
- Wanti, A. I., & Arifa, Z. (2022). Code-Switching: Teacher Strategy in Arabic Learning. *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 10(1), 25–34. <https://doi.org/10.23971/altarib.v10i1.3703>
- Wardana, M. A., & Baharun, S. (2025). Pragmatic Functions of Speech Acts in Arabic Language Learning: A Case Study from Madura. *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 13(1), 181–198. <https://doi.org/10.23971/altarib.v13i1.9979>
- Wiranto, R. (2022). Analisis alih kode dan campur kode dalam pembelajaran bahasa Arab di sma it nurul ilmi kelas xa. *Ad-Dhuha*, 3((1)), 10-22. <https://repository.unja.ac.id/36781/>
- Zainuddin, N. A. N., & Yaqin, L. N. (2024). Linguistic Politeness in Apologies: Comparing Strategies of Bruneian and Indonesian University Students. *Journal of Language and Literature Studies*, 4(3), 544-. <https://doi.org/https://doi.org/10.36312/jolls.v4i3.2103>