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## DESIGNING RESEARCH RESULT-BASED ARABIC PRAGMATIC LEARNING MODULE ON POLITENESS PRINCIPLES AND STRATEGIES

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### ABSTRACT

Many studies on politeness in Arabic have been published in the last decade on various platforms. However, until now, the results have not been systematically compiled and used as a module or teaching material. In addition, Arabic pragmatics teaching materials, especially regarding politeness principles and strategies, currently do not refer much to the results of the latest research, even though the results of these studies can be used as a basis in the context of applying, testing, or even developing a theoretical framework on Arabic politeness. Therefore, this study aims to design Arabic pragmatics learning modules, especially concerning politeness in Arabic, by utilizing the results of these studies. It is assumed that developing research-based learning modules can enrich learning materials with the latest findings. By utilizing content and thematic analysis, the research results are analyzed systematically and then designed as a learning module based on the lesson plan that has been set. The result shows a bunch of research about politeness in Arabic published in scientific journals and digital repositories. Almost all research refers to the remarkable theoretical framework of politeness principles proposed by Leech and politeness strategies proposed by Brown & Levinson. Although both are relatively old-school frameworks, they still seem relevant to be implemented by some researchers. Furthermore, a systematic study of the results of these studies was then composed and designed into an Arabic practical learning module, especially on linguistic politeness principles and strategies.

**Keywords:** Learning Module; Politeness Strategies, Pragmatics, Principles.

## ABSTRAK

Dalam dekade terakhir, telah banyak penelitian tentang kesantunan dalam bahasa Arab yang dipublikasikan di berbagai platform, namun hingga saat ini hasil-hasil penelitian tersebut belum disusun secara sistematis dan digunakan sebagai modul atau bahan ajar. Selain itu, bahan ajar pragmatik bahasa Arab, khususnya mengenai prinsip dan strategi kesantunan, belum banyak mengacu pada hasil penelitian terkini, padahal hasil penelitian tersebut dapat dijadikan dasar dalam konteks penerapan, pengujian, atau bahkan pengembangan kerangka teoretis tentang kesantunan dalam bahasa Arab. Oleh karena itu, penelitian ini bertujuan untuk merancang modul pembelajaran pragmatik bahasa Arab khususnya tentang kesantunan berbahasa Arab dengan memanfaatkan hasil-hasil penelitian tersebut. Pengembangan modul pembelajaran berbasis penelitian ini diharapkan dapat memperkaya bahan ajar dengan temuan-temuan terkini. Dengan memanfaatkan analisis tematik dan isi, hasil-hasil penelitian dianalisis secara sistematis untuk kemudian dirancang sebagai sebuah modul pembelajaran berdasarkan rancangan pembelajaran yang telah ditetapkan. Hasilnya menunjukkan bahwa penelitian tentang kesantunan dalam bahasa Arab banyak diterbitkan dalam jurnal ilmiah dan repositori digital. Hampir semua penelitian mengacu pada kerangka teori prinsip kesantunan yang dikemukakan oleh Leech, serta strategi kesantunan yang dikemukakan oleh Brown & Levinson. Meskipun keduanya merupakan kerangka teori yang relatif kuno, namun tampaknya keduanya masih relevan untuk diterapkan oleh beberapa peneliti hingga saat ini. Selanjutnya, kajian sistematis dari hasil kajian tersebut disusun dan dirancang menjadi modul pembelajaran pragmatik bahasa Arab, khususnya pada topik pembelajaran tentang prinsip dan strategi kesantunan berbahasa.

**Kata Kunci:** Modul Pembelajaran; Pragmatik, Prinsip Kesantunan; Strategi Kesantunan

## INTRODUCTION

In its broadest sense, pragmatics is the study of language usage characteristics dependent on the speaker and interlocutor in a conversation environment (Yule, 1996; Cutting & Fordyce, 2020). The primary goal of teaching it is to ensure that language learners comprehend the context of a conversation and can understand and speak accurately in various communication contexts. Thus, to acquire the actual linguistic context, the examples of language instances or events offered in practical learning should ideally happen and not be made up.

As one of the main topics of linguistic study in a practical language setting, pragmatics is taught in Arabic language study programs at various higher education institutions in Indonesia (Albantani, 2017; Sadat, 2018; Tjalau & Sarif, 2019). Some study programs mix pragmatics and semantics, while others keep them distinct. The existence of pragmatics research, on the other hand, necessitates special attention to the availability and updating of instructional resources.

Unfortunately, the material employed is somewhat restricted. The analytical examples offered in various textbooks are obsolete and poorly updated based on observations in Arabic practical learning in contemporary situations (Sanah et al., 2020). As a result, it appears that new teaching materials or practical learning modules are

required, particularly in terms of case examples based on the most recent study findings. Consequently, this study proposes a design for building Arabic pragmatic learning modules based on academic research findings (research-based).

Project-based learning (PJBL) and problem-based learning (PBL) are now the most common ways of developing instructional materials (Goodman & Stivers, 2010; Kamdi, 2008). At first look, problem-based Learning (PBL) and research-based Learning (RBL) appear to be quite similar since they both begin with the emergence of issues or instances and then attempt to address these difficulties using diverse techniques to develop and engage students' critical thinking. Both, however, have significant differences: PBL begins by posing an issue and then debating it to discover a solution, whereas RBL learns from research procedures and problem solutions that have been provided from diverse research outcomes.

Particularly in the humanities, social sciences, and arts disciplines, the phrase "research-based learning" (RBL) does not seem well known. RBL is a model of learning that includes several tasks, including analyzing, synthesizing, and evaluating, that enable students and teachers to improve information retention and application (Spronken-Smith & Walker, 2010; Brew & Saunders, 2020). Based on the constructivism paradigm, research-based learning encompasses four aspects: (1) learning that increases student understanding; (2) learning through the development of prior knowledge (prior knowledge/previous research); (3) learning that involves the process of social interaction; and (4) meaningful learning attained through real-world experiences.

As is well known, research is a key tool for improving learning quality. The context, methodology, implementation, and discussion of the research, as well as the dissemination of research results, are all included in the research components (Widayati et al., 2010). Study-based learning entails multidisciplinary collaborative research on students' learning, implying a link between their classroom learning experiences and new research findings. Although its value has been acknowledged for decades, many teachers have yet to adopt "classroom research" as a teaching approach (Poonpan & Siriphan, 2001). Therefore, this research aims to design Arabic pragmatics learning modules, especially concerning politeness principles and strategies, by utilizing the results of prior research.

Experts used the research-based learning (RBL) module development model because it is thought to be effective for creating a module that encourages learners' activeness and participation in their learning activities (Monica, 2021; Fadila et al., 2019; Rosyadi, 2018; Usmeldi, 2016); Fitriyati et al., 2015; Novitasari, & Nufus, 2019). Most of this prior research has been in the scientific and technology. Here is how to explain each of them:

Monica et al. (2021) have developed a science module based on the Research-Based Learning (RBL) model on the 4C (Critical Thinking, Collaboration, Communication, and Creativity) skills of elementary school students. The results of the

validation assessment from the experts who have been appointed show that the average score resulting from the assessment of content validity, language validity, and construct validity reaches 85%, which means it is very valid. In terms of practicality, according to several teachers, users of this module are considered very practical and effective in improving learning outcomes. Therefore, the researcher concludes that this module can be used as an alternative learning resource to support the learning process so that it arouses. However, this research still does not provide an overview of what research results are used to develop this module, and there are no limitations to the research and development that have been carried out.

Fadila et al. (2019) researched a meta-analysis of developing research-based teaching materials in science and physics learning. By doing several research articles published in several scientific journals, this research seeks to uncover why the development of research-based learning modules is critical to be developed from the point of view of the study of the philosophy of science education. As a result, it is concluded that the application of research-based learning will be more effective if it is carried out at the high school level, while on the subject of media, it will be more effective if it is applied in a teacher's book because it summarizes everything the teacher needs in the learning process. Thus, the learning steps can be carried out in a targeted manner, and the learning objectives will also be on target. In addition, creative thinking skills look very dominant, considering that research-based learning can train students to hone their ability to analyze a concept from activities that have been previously designed.

Furthermore, to boost student creativity and assess their efficacy in practical learning, Rosyadi (2018) researched to design of research-based modules for calculus courses. The findings demonstrate that this calculus course's research-based module was created in stages, including preliminary analysis, research-based module development, media, material expert validation, research-based module revision, and research-based module deployment. Because the distribution of student questionnaires and the findings of expert validation scores fell into the "excellent" category, it can be claimed that this module's creation was successful.

Then, to increase students' scientific literacy, Usmeldi (2016) researched the creation of research-based physics learning modules using a scientific approach. The goal of this study is to develop a research-based physics learning module that provides scientific education that is reliable, usable, and efficient. The research tools included interview guides, observation sheets, validation sheets for learning modules, questionnaires for teachers and students, and evaluation sheets. According to professional opinion, the learning module falls within the validity category. Based on the findings of observations, instructor response surveys, and student surveys, this learning module is classified as practical. Based on the outcomes of experiments in actual learning, it is believed that using research-based physics learning modules with a scientific approach successfully improves students' scientific literacy.

Meanwhile, Fitriyati et al. (2015) have researched the development of research-based modules in the Biotechnology course. This research aims to produce a product in the form of a research-based module or teaching material that contains the techniques and research results of the ZnO particle antiproliferative test and UV irradiation on MCF-7 cancer cells in vitro. As a result, material expert validation states that the level of validity reaches 90.91%, while based on the assessment of media and learning design experts, it reaches 95.83%. Thus, it can be concluded that the animal tissue culture engineering module based on research on the antiproliferative test of ZnO particles and UV irradiation on MCF-7 breast cancer cells has been produced and is feasible to use because it has been validated.

Furthermore, Novitasari & Nufus (2019) have researched a research-based learning model in Citizenship courses to develop student civic skills. They conducted classroom action research to obtain data through observation and interviews. The study results illustrate that applying research-based learning models can train students to get used to critical thinking and participation skills. Based on this, they recommend that educators map students' learning needs and abilities at the beginning of the semester or new school year so that they can use effective learning models. In addition, they suggest conducting similar research on different respondents and subjects so that the effectiveness of using this model can be appropriately measured. Although they observe research-based learning, it has not yet extended to preparing learning materials by utilizing the results of prior relevant research.

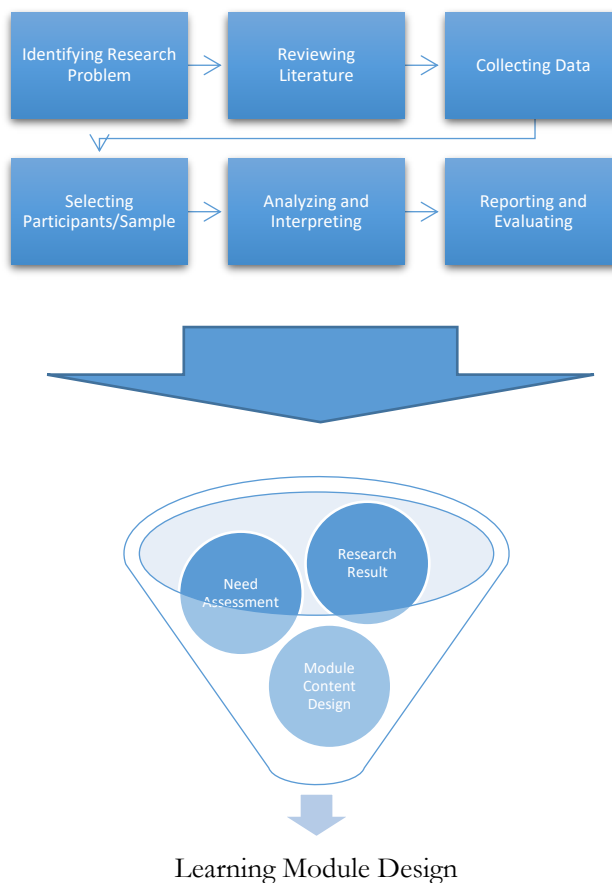
Based on the results of previous studies, it can be noted that research and development of research-based teaching and learning modules are dominated by science and technology-based courses. In contrast, these modules are rarely found in the social-humanities field. Thus, this research aims to design the development of Arabic pragmatic learning modules based on research results, especially in the language politeness principles and strategies. Although many studies on politeness in Arabic have been carried out, it seems that it has not been used systematically to develop its learning modules.

## **METHOD**

This study is a qualitative fundamental systematic investigation that will be followed by creating learning modules based on the findings. The goal is to conduct a systematic study to determine the meta-analysis of studies on Arabic politeness, with the findings of the mapping being utilized to produce Arabic Pragmatics learning modules on politeness. As a result, this study has not yet progressed to the point of product development and testing.

At least six systematic steps are offered by Creswell (2002), with the addition of two initial steps of module development consisting of need assessment and module content design.

These steps can be figured out simply in **Figure 1** below:



**Figure 1:** *Research steps*

This research begins with identifying and formulating the research problem; as stated in the introduction, many research results on politeness in the (Arabic) language have been carried out but have not been presented in teaching materials based on research results in the social humanities field. The second step is reviewing the relevant literature on research-based learning or research results. Furthermore, in the third step, data is collected by tracking the results of research on Arabic politeness, whether in the form of articles, papers, or final lectures, through a search on the Google Scholar database with relevant keywords. The fourth step is selecting the sample. Considering this is qualitative research, the researcher only selected 17 samples of relevant research results through a data reduction process to be continued in the systematic analysis process. In the fifth step, the data that has been collected and selected is then analyzed systematically with content and thematic analysis (Scheffele, 2008) to map research results based on predetermined coding, including the formal (theoretical framework) and material objects (research data), as well as research methods and analysis results.

The final step is presenting the systematic result of the review in the form of a table and its interpretations. Finally, a needs analysis and module development design are presented using the research results systematically reviewed in the previous step.

## RESULT AND DISCUSSION

### *Arabic Politeness Principles and Strategies Research: A Systematic Review*

Based on a search of relevant research results on Arabic politeness principles and strategies, it was found that there were many Arabic language politeness studies that researchers have carried out. However, we did not present all the research results, so we reduced the research data to around 17 studies consisting of 11 articles published in various scientific journals and two master and four undergraduate theses stored in digital repositories from various universities. The identity mapping of these research results is presented in **Table 1** below:

**Table 1:** *The Identity of Arabic Pragmatic Politeness Research*

| NO. | TITLE  | PUBLICATION TYPE | WRITER  | PUBLISHER   | YEAR |
|-----|--|------------------|---|---|------|
| 1   | Penyimpangan Prinsip Kerja Sama dan Prinsip Kesantunan dalam Cerita Pendek <i>Jannah al-Athfal</i><br><br><i>(Deviation from the Cooperative and Politeness Principles in "Jannah al-Athfal" Short Story)</i>  | Journal Article  | Nurul Leyly Rachmawati                        | Jurnal Maharaat: Jurnal Pendidikan Bahasa Arab, Universitas Muhammadiyah Yogyakarta | 2019 |
| 2   | Analisis Kesantunan Berbahasa Menurut Leech pada Tuturan Berbahasa Arab Guru Pondok Pesantren Ibnu Qoyyim Putra Yogyakarta Tahun Ajaran 2016/2017: Kajian Pragmatik<br><br><i>(Analysis of Language Politeness According to Leech on Arabic Speech Teachers at Ibnu Qoyyim Islamic Boarding School Yogyakarta)</i> | Journal Article  | Yeni Lailatul Wahidah; Hendriana Wijaya       | Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab, UIN Raden Intan Lampung     | 2017 |
| 3   | Investigating Leech's Politeness Principle in Conversational Verses in Three Surahs from The Holy Quran  | Journal Article  | Hamid G. Jewad; Z. Ghapanchi; & M. Ghazanfari | Asian Social Science, Canadian Center of Science and Education                      | 2020 |
| 4   | Kajian Pragmatik Kesantunan Berbahasa Arab pada Novel <i>Kankab Amun</i> Karya Sally Magdi<br><br><i>(Pragmatic Study of Arabic Politeness in the "Kankab Amun" Novel by Sally Magdi)</i>  | Journal Article  | Siti Aminah                                   | Arabi: Journal of Arabic Studies, Association of Indonesian Arabic Teachers         | 2017 |

|    |   |                      |  |   |      |
|----|---|----------------------|--|---|------|
| 5  | Politeness and Impoliteness Strategies in Quran: Analysis of Conversation Amongst Prophets and Their Nations  | Journal Article      | Muhammad Nawaz; Muhammad Rashid Hafeez; Muhammad Shahbaz; Khalil Ahmad | Jahan E Tahqeeq, Students Consultancy Home, Lahore, Pakistan  | 2018 |
| 6  | Kesantunan Berbahasa Surat-Surat Nabi Muhammad kepada Para Raja<br><i>(Politeness in Language of the Letters of the Prophet Mubammad to the Kings)</i>  | Journal Article      | Ubaidillah   | Arabiyyât: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban, Universitas Islam Negeri Syarif Hidayatullah Jakarta | 2016 |
| 7  | Saudi Politeness: Request and Apology in the Context of Study and Work at King Abdulaziz University: A Pragmatic Study  | Journal Article      | Nahed Moussa Farag   | Arab World English Journal  | 2022 |
| 8  | Politeness principle: A comparative study of English and Moroccan Arabic requests, offers, and thanks   | Journal Article      | Sakina M. Alaoui   | European Journal of Social Sciences   | 2011 |
| 9  | Politeness Strategies in Arabic Culture with Reference to Eulogy  | Journal Article      | Mohammad Abdul-Qadir Ajaj  | English as Foreign Language Journal   | 2016 |
| 10 | Politeness Strategies and Maxims in English for Islamic Texts: A Sociolinguistic Analysis of Quran  | Journal Article      | Hamid G. Jewad; Z. Ghabanchi; M. Ghazanfari                            | Arab World English Journal  | 2020 |
| 11 | Politeness Strategies in Internalizing moderation Value used by Teachers of Arabic Language   | Journal Article      | Lailatur Qomariyah; Mohammad Arif Setyabudi                            | Asalibuna: Journal of Arabic Language and Teaching  | 2021 |
| 12 | Kesantunan Berbahasa: Prosa Biografi Kisah Nabi Yusuf dalam Al-Qur'an<br><i>(Politeness in Language: Biography of the Story of Prophet Yusuf in the Qur'an)</i>   | Master Thesis        | Oka Putra Pratama  | Universitas Islam Negeri (UIN) Syarif Hidayatullah, Jakarta   | 2017 |
| 13 | التداولية في التلطف اللغوي الشفهي لدى طلاب الماجستير في قسم تعليم اللغة العربية بجامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانق<br><i>(Pragmatics in Oral Language Politeness among Master's Students at the Department of Arabic Language Education at Maulana Malik Ibrahim State Islamic University, Malang)</i> | Master Thesis        | Mohammad Thaib Rizki   | Universitas Islam Negeri (UIN) Maulana Malik Ibrahim, Malang  | 2017 |
| 14 | التهديب اللغوي في نص المسرحية "الأخرس المتكلم" لمارون عبيد في ضوء نظرية جيوفوري لينتش   | Undergraduate Thesis | Siti Nafila Khamaliyah   | Universitas Islam Negeri (UIN) Maulana Malik Ibrahim, Malang  | 2020 |



|    |  |                      |                        |  |      |
|----|--|----------------------|------------------------|--|------|
|    | ( <i>Linguistic Politeness in the Text of the Drama "al-Akbras al-Mutakallim" by Maroun Abboud on Geoffrey Leech's Theory</i> )  |                      |                        |  |      |
| 15 | التهديب اللغوي وانتهاكه في فيلم كارتون "صلاح الدين" (دراسة تداولية)  | Undergraduate Thesis | Dendy Hermawan         | Universitas Islam Negeri (UIN) Sunan Ampel Surabaya          | 2022 |
|    | ( <i>Linguistic Politeness and Its Violation in the "Shalah ad-Din" Film: A Pragmatics Study</i> )   |                      |                        |  |      |
| 16 | انتهاك قاعدة التهديب اللغوي في نص المسرحي نور ساطع من نورس ألفها فوزية كورنياواتي عند جيوفري ليش: دراسة تحليلية تداولية  | Undergraduate Thesis | Muhdie Amir Karim      | Universitas Islam Negeri (UIN) Maulana Malik Ibrahim, Malang |      |
|    | ( <i>Violation of the Rule at Geoffrey Leech's Language Politeness in the Text of Drama "Light from Nurs" composed by Fauzja Kurniamati: An Analytical Pragmatic Study</i> ) |                      |                        |  |      |
| 17 | تنفيذ التهديب اللغوي وانتهاكه في فيلم العربي عند جيوفري ليش: دراسة تداولية   | Undergraduate Thesis | Mohammad Arief Maulana | Universitas Islam Negeri (UIN) Maulana Malik Ibrahim, Malang | 2020 |
|    | ( <i>Geoffrey Leech's Politeness Implementation and Violation in an Arabic Film: A Pragmatic Study</i> )   |                      |                        |  |      |

Based on the results of the study, if we look at the variations in the forms of research results that have been published and the variations in publishers, it shows that the topic of language politeness is a concern for linguistic researchers broadly (not centered on a particular academic environment). Furthermore, the fact that these studies were conducted in 2011-2022 shows that language politeness research has become one of the current trends in linguistic research, so it should be utilized optimally to enrich learning materials in class.

Furthermore, the research results are analyzed systematically based on four main components: the formal object or theoretical framework, material objects, research methods, and the presentation of the analysis results. Based on the analysis results, it was found that the formal objects or theoretical frameworks used all use the maxims or politeness principles proposed by Leech (1983), as well as politeness strategies adopted from the thoughts of Brown & Levinson (1987). However, some use the speech act theory by Searle (1969) and Yule (1996) as a basis for analysis before discussing politeness. The material objects used in these studies vary, including the Quranic text, films, dramas, short stories, speeches, class conversations, and other language activities.

Regarding the research methods, all of them use the qualitative research paradigm that focuses on the discovery of new concepts or phenomena resulting from a study of the data that has been collected. Furthermore, regarding the delivery or

presentation of the results of the analysis, all of them are carried out in a relatively similar pattern, starting with a presentation related to research findings and then doing a descriptive-analytical presentation of the findings based on the theoretical framework that has been presented. The results of the systematic review, in general, are presented in **Table 2** below:

*Table 2: Systematic Review of Relevant Research*

| NO. | TITLE  | FORMAL OBJECT/THEORETICAL FRAMEWORK  | MATERIAL OBJECT    | RESEARCH METHOD                           | RESEARCH RESULT & EXAMPLE OF ANALYSIS  |
|-----|--|--|--------------------|---|--|
| 1   | Penyimpangan Prinsip Kerja Sama dan Prinsip Kesantunan dalam Cerita Pendek <i>Jannah al-Athfal</i> ()<br><br><i>(The Violation of the Cooperative and Politeness Principles in "Jannah al-Athfal" Short Story)</i>   | Grice's Cooperative Principles (1975);<br>Leech's Politeness Principles (1983) | Short Story        | Qualitative;<br>Descriptive-Analytics     | 10 utterances violate cooperative principles, and 14 utterances violate politeness principles  |
| 2   | Analisis Kesantunan Berbahasa Menurut Leech pada Tuturan Berbahasa Arab Guru Pondok Pesantren Ibnul Qoyyim Putra Yogyakarta Tahun Ajaran 2016/2017: Kajian Pragmatik<br><br><i>(Analysis of Language Politeness According to Leech on Arabic Speech Teachers at Ibnul Qoyyim Islamic Boarding School Yogyakarta)</i> | Leech's Politeness Principles (1983)   | Daily Conversation | Qualitative                               | The result shows there is the use of the tact maxim (in 17 speeches), the generosity maxim (in 4 speeches), the approbation maxim (in 14 speeches), the agreement maxim (in 25 speeches), and the sympathy maxim (in 4 speeches).                                  |
| 3   | Investigating Leech's Politeness Principle in Conversational Verses in Three Surahs from The Holy Quran  | Leech's Politeness Principles (1983)   | Quranic Text       | Mixed Method (Qualitative & Quantitative) | The study found that each Surah's character (Allah, Prophet, and Human) applied six maxims: tact, generosity, approval, modesty, agreement, and compassion. According to the findings, the characters had also broken three maxims: tact, kindness, and agreement. |
| 4   | Kajian Pragmatik Kesantunan Berbahasa Arab pada Novel <i>Kaukab Amn</i> Karya Sally Magdi  | Brown & Levinson's Politeness Strategies (1987)                                | Novel              | Qualitative                               | Positive politeness strategies are realized in the form of avoiding conflict, involving the interlocutor in the speaker's activity,  |

|   |  |   |   |  |   |
|---|--|---|---|--|---|
|   | <i>(Pragmatic Study of Arabic Politeness in the "Kawkab Amin" Novel by Sally Magdi)</i>  |   |   |  | promising something to the speech partner, giving praise to the speech partner, telling jokes/joking, giving attention and sympathy, using specific identity markers, asking for approval from the speech partner, and show optimism. The negative politeness strategy is carried out by using indirect sentences, reducing the power or threat to the speech partner, using expressions of apology, and paying respects to the speech partner. |
| 5 | Politeness and Impoliteness Strategies in Quran: Analysis of Conversation Amongst Prophets and Their Nations   | Brown & Levinson's Politeness Strategies (1987); Culpeper's Impoliteness (1996) | Quranic Text  | Qualitative  | Prophets approach their nations with good or negative politeness methods, whereas nonbelievers typically reply impolitely. In dialogues between prophets and their nations, politeness methods transmit information about the prophets' intentions to preach their particular faith, but the hearers refuse to accept their message.  |
| 6 | Kesantunan Berbahasa Surat-Surat Nabi Muhammad kepada Para Raja<br><br><i>(Politeness in Language of the Letters of the Prophet Muhammad to the Kings)</i> | Searle's Speech Act (1969); Leech's Politeness Principles (1983)                | Prophet Muhammad's Letters to the Kings (who lived in his time) | Qualitative; Content Analysis; Translational & Pragmatic Identity Method | The result shows that the letters mostly used indirect speech acts with imperatives purpose. Any form of speech used contained politeness maxims formulated by Leech. The use of different linguistic politeness has a different influence on the recipients  |
| 7 | Saudi Politeness: Request and Apology in the Context of Study and Work at King Abdulaziz University: A Pragmatic Study                                     | Brown & Levinson's Politeness Strategies (1987); Searle's Speech Act (1969)     | Daily Conversation  | Qualitative  | The findings reveal that Saudi female faculty members' requests and apology techniques are influenced by their social authority, which is obtained from years of experience. Compared to their younger colleagues, senior faculty members utilize longer syntactically  |

|    |  |  |                      |                                    |  |
|----|--|--|----------------------|------------------------------------|--|
|    |  |  |                      |                                    | extended phrases in requests to assuage their sense of social dominance and save others' faces. Compared to their elder colleagues, the younger faculty members preferred to employ syntactically lengthier sentences in apologies to show tremendous respect.   |
| 8  | Politeness principle: A comparative study of English and Moroccan Arabic requests, offers, and thanks  | Brown & Levinson's Politeness Strategies (1987)  | Daily Conversation   | Qualitative                        | According to the findings, the speaker's primary purpose in both languages (English and Moroccan Arabic) is to limit any harm to her or his face and the face of the listener; nevertheless, the manner used to achieve this goal differs between the two languages. Modals and inquiries are preferred in English, but politeness markers and address words are preferred in Moroccan Arabic. |
| 9  | Politeness Strategies in Arabic Culture with Reference to Eulogy                                       | Lakoff's Logic of Politeness (1973); Yule's Pragmatics (1996); Brown & Levinson's Politeness Strategies (1987) | Eulogy (Poetic Text) | Qualitative; Descriptive Analytics | The results suggest that Arabs have some necessary politeness standards for effective speech delivery. These politeness standards differ from culture to culture. Thus, what is excellent in one culture may not be acceptable in another. According to the findings, some cultural practices are required for effective voice communication.  |
| 10 | Politeness Strategies and Maxims in English for Islamic Texts: A Sociolinguistic Analysis of the Quran | Leech's Politeness Principles (1983); Brown & Levinson's Politeness Strategies (1987)                          | Quranic Text         | Qualitative                        | According to the study's estimations, the agreement maxim appears in 17% of Cave Sura's politeness techniques and politeness maxims (Surah Al-Kahf). Also, the prophets' positive politeness method (seek agreement) was employed 14.8 percent of the time, while God's positive politeness strategy (offer, promise)  |

|    |   |   |                        |                         |   |
|----|---|---|------------------------|-------------------------|---|
|    |   |   |                        |                         | was used 14,8 percent of the time. In addition, the prophets utilized the courtesy maxim (the agreement maxim) 14.8 percent of the time in Cave Sura (Surah Al-Kahfi).  |
| 11 | Politeness Strategies in Internalizing moderation Value used by Teachers of Arabic Language   | Leech's Politeness Principles (1983); Brown & Levinson's Politeness Strategies (1987) | Arabic Teacher Speech  | Qualitative; Case Study | The teacher employs two types of politeness strategies in his speech: 1) the direct politeness strategy, which has four functions: a) the request, b) the command, c) the invitation, d) the prohibition, and 2) the indirect politeness strategy, which has two functions: a) the request and b) the prohibition. The findings of this study add to a teacher's classroom management approach by utilizing a variety of politeness tactics to make learning more engaging and communicative because of mutual respect and tolerance between the instructor and the pupils. |
| 12 | Kesantunan Berbahasa: Prosa Biografi Kisah Nabi Yusuf dalam Al-Qur'an<br><br><i>(Politeness in Language: Biography of the Story of Prophet Yusuf in the Qur'an)</i> | Leech's Politeness Principles (1983); Yule's Pragmatics (1996)                        | Quranic Text           | Qualitative             | This study shows that politeness in Arabic is more functional - more concerned with moral aspects than the directness of speech. This is evidenced by the polite language style of Al-Quran, good diction, and eloquent expressions according to the situation and conditions when it comes to taboo issues, without eliminating the taboo function, as illustrated in Surah Yusuf.   |
| 13 | التداولية في التلطف اللغوي الشفي لدى طلاب الماجستير في قسم تعليم اللغة العربية بجامعة مولانا مالك إبراهيم الإسلامية الحكومية بمالانق                                | Leech's Politeness Principles (1983)  | Student's Daily Speech | Qualitative; Case Study | There are 4 conditions in which politeness is expressed. They reveal self-identity and call the interlocutor, open and close learning activities, request permission, and ask for attention. Three factors influence the  |

|    |   |                                      |                        |             |  |
|----|---|--------------------------------------|------------------------|-------------|--|
|    | (Pragmatics in Oral Language Politeness among Master's Students at the Department of Arabic Language Education at Maulana Malik Ibrahim State Islamic University, Malang)   |                                      |                        |             | emergence of politeness in language. They are religion, culture, and intelligence  |
| 14 | التهديب اللغوي في نص المسرحية "الأخرس المتكلم" لمارون عبود في ضوء نظرية جيوغفوري ليتش<br><br>(Linguistic Politeness in the Text of the Drama "al-Akhras al-Mutakallim" by Maroun Abboud on Geoffrey Leech's Theory)                                 | Leech's Politeness Principles (1983) | Drama Text             | Qualitative | Three speeches are required to apply the tact maxim, five speeches are required to apply the generosity maxim, two speeches are required to apply the approval maxim, one is required to apply the modesty maxim, and three are required to apply the sympathy maxim. The politeness of language is influenced by social rank and cultural influences.   |
| 15 | التهديب اللغوي وانتهاكه في فيلم كارتون "صلاح الدين" (دراسة تداولية)<br><br>(Linguistic Politeness and Its Violation in the "Shalah ad-Din" Film: A Pragmatics Study)  | Leech's Politeness Principles (1983) | Film Dialogue (Script) | Qualitative | Based on the results of the study, it was found that there were 2 tact maxims, 2 generosity maxims, 3 approbation maxims, 2 modesty maxims, 1 approval maxim, and 3 sympathy maxims. Moreover, there are 2 violations of the maxim of generosity, 2 violations of the maxim of modesty, 3 violations of the maxim of approbation, 1 violation of the maxim of humility, 2 violations of the maxim of approval, and 1 violation of the maxim of sympathy. |
| 16 | انتهاك قاعدة التهديب اللغوي في نص المسرحي نور ساطع من نورس ألفها فوزية كورنياواتي عند جيوغفوري ليتش: دراسة تحليلية تداولية<br><br>(Violation of the Rule at Geoffrey Leech's Language Politeness in the Text of Drama "Light from Nurs" composed by | Leech's Politeness Principles (1983) | Drama Text             | Qualitative | Leech's politeness principle comprises six principles, some of which have been violated. Nine utterances violate the tact maxim. One utterance violates the generosity maxim. Nine utterances violate the approbation maxim. One utterance violates the modesty maxim,   |

|    |  |                                      |                        |             |   |
|----|--|--------------------------------------|------------------------|-------------|---|
|    | <i>Fawzja Kurniawati: An Analytical Pragmatic Study</i> )  |                                      |                        |             | eleven utterances violate the agreement maxim, and one utterance violates the sympathy maxim.   |
| 17 | تنفيذ التهذيب اللغوي وانهاكه في فيلم العربي عند جيوفري ليتش: دراسة تداولية<br><br>( <i>Geoffrey Leech's Politeness Implementation and Violation in an Arabic Film: A Pragmatic Study</i> ) | Leech's Politeness Principles (1983) | Film Dialogue (Script) | Qualitative | The form of application of politeness in this film is the maxim of wisdom (3), the maxim of acceptance (4), the maxim of humility (3), the maxim of agreement (3), and the maxim of sympathy (1) the violation of the maxim of wisdom (2), the violation of the maxim of acceptance (3), the violation of the maxim of generosity (2), the violation of the maxim of agreement (3). |

### Design of Research Result-Based Arabic Pragmatic Learning Module on Politeness Principles and Strategies

Based on a systematic review of the research results, it is known that there are quite a several research results that should be used comprehensively to create or develop Arabic pragmatics learning modules significantly related to language politeness principles and strategies. The results of these studies will undoubtedly provide excitement and broader insight to students about linguistic data and examples of analysis compared to examples that only exist in textbooks, based on the theory that a lecturer in class has presented. As stated in the introduction, research-based learning will provide new experiences in the learning process and construct knowledge from research procedures, so, hopefully, the learning outcomes will be achieved. Thus, in this section, (1) needs analysis and (2) the design of module content structure are presented.

#### (1) Needs Analysis

At the initial stage, it is necessary to conduct a needs assessment, gathering the required information before moving on to the learning module design process. Needs analysis aims to ensure that the teaching materials or modules follow the competency guidelines that must be mastered by students (Long, M.H, 2005; Brown, 2009; Eslami, 2010). Because pragmatics learning aims to identify and study various forms of speech and understand the intentions contained in these utterances, both explicitly and implicitly (Rohmadi, M, 2016), the learner must understand the context of the appropriate speech to analyze and describe the communication process.

As a result, the modules or instructional resources created must correspond with the learning objectives. At this point, the needs analysis is done by looking at the learning objectives and various sources of teaching materials used for practical Arabic learning,

especially those relating to politeness principles and strategies, to see if the learning objectives and the content in these teaching materials are compatible. The following **Table 3** presents some of the teaching materials used in pragmatics learning, especially regarding politeness:

**Table 3:** *(Arabic) Pragmatics Teaching and Learning Materials*

| No | Book Title   | Writer                  | Publisher               |
|----|--|-------------------------|-------------------------|
| 1  | Semantik Bahasa Arab ( <i>Arabic Semantics</i> )   | Ainin & Asrori (2014)   | Bintang Sejahtera       |
| 2  | Pengajaran Pragmatik ( <i>Pragmatic Teaching</i> )   | Tarigan (2009)          | Angkasa                 |
| 3  | Pragmatics   | Yule, G (1996)          | Oxford University Press |
| 4  | Dasar-Dasar Pragmatik ( <i>Fundamentals of Pragmatics</i> )  | Wijana, I.D.P(1996)     | Andi Offset             |
| 5  | Analisis Wacana Pragmatik ( <i>Pragmatic Discourse Analysis</i> )  | Wijana & Rohmadi (2009) | Yuma Pustaka            |
| 6  | Pragmatik: Kesantunan Imperatif Bahasa Indonesia ( <i>Pragmatics: Indonesian Imperative Politeness</i> ) | Rahardi (2005)          | Erlangga                |
| 7  | Kesantunan Bahasa ( <i>Language Politeness</i> )   | Chaer (2010)            | Rineka Cipta            |

Based on the results of a brief review of the teaching materials used, it is known that teaching materials or pragmatic learning modules that specifically use research results sourced from Arabic data have not been found (only found for some instances in the "Arabic Semantics" book by (Ainin & Asrori, 2014). This certainly impacts students' lack of knowledge on the phenomenon of politeness in Arabic that occurs in various forms of speech. By looking at the results of reviews of previous Arabic politeness studies, it is necessary to design and develop an Arabic pragmatic learning module based on research results, as presented in a systematic review analysis, so that students gain broader and more profound knowledge regarding data and analytical examples from the Arabic language itself.

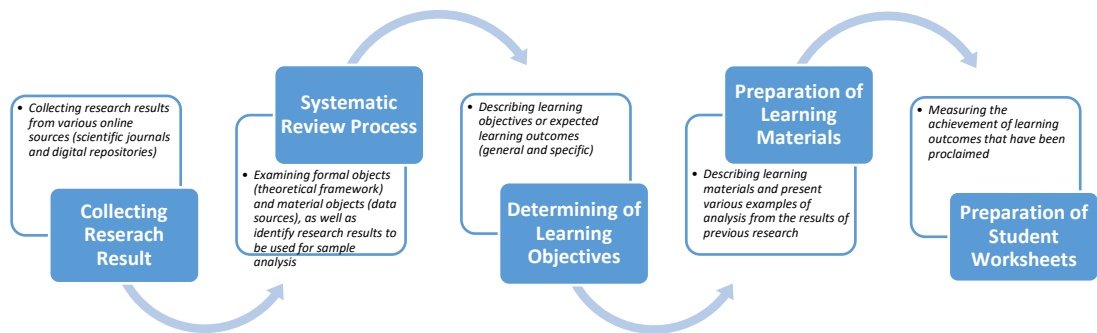
## **(2) Design of Module Content**

Several steps must be followed in compiling a module framework. First, formulating general instructional objectives into specific objectives and compiling evaluation items to measure the achievement of these specific goals. After that, arrange the main points of the material in a logical and measurable order. Furthermore, the preparation of the steps of student learning activities is carried out. In the last stage, examine the tools needed in learning and evaluation activities.

Since this is fundamental research, it only focuses on an explanation related to the design process for the design of the Arabic language pragmatic learning module on material about language politeness through a research result-based learning approach.



The stages of developing this module are described simply in **Figure 2** below:



*Figure 2: Module Development Design Steps*

Based on the description of the steps of module compilation, the research results that have been reviewed systematically can be included in the preparation of learning materials and student worksheets. In general, the content of the Arabic pragmatic learning module material on politeness principle and strategy can be ordered as follows:

- 1) Presentation of Instructional Objectives: General and Specific
- 2) General Concepts of Pragmatics and Speech Acts
- 3) Cooperation Principles and Language Politeness
- 4) Explanation of the Cooperation Principle
- 5) Presentation of Case Examples/Analysis of Research Results
- 6) Explanation of the Politeness Principles in the Arabic Language
- 7) Presentation of Case Examples/Analysis of Research Results
- 8) Explanation of the Politeness Strategies in the Arabic Language
- 9) Presentation of Case Examples/Analysis of Research Results
- 10) Student Activity Sheet: Politeness Analysis Exercise in the Arabic Language

The arrangement of the learning materials starts from very general things regarding the introduction of pragmatics and speech acts to the presentation of theories and examples of more specific analysis regarding the application (or even violation of) the principles of cooperation and politeness. The principles of cooperation in this context still need to be presented, considering that there are times when the principles of politeness violate the principles of cooperation in communication (Blum-Kulka & Olshtain, 1986; Fraser, 1990; Davies, 2007). Furthermore, an example of data analysis is also presented regarding the application of politeness strategies by speakers in communication to achieve the desired goals. Thus, it is expected that the design process of this module can produce a pragmatic Arabic learning module on research-based language politeness material. The research results integrated into preparing learning materials will provide broader and deeper knowledge and reality, especially those sourced from Arabic lingual data.

## CONCLUSION

Based on the results of a systematic review and the design process for developing the module, it can be concluded that a bunch of research about politeness in Arabic that was published in scientific journals and digital repositories can be used to strengthen classroom learning with actual language examples. In addition, almost all research refers to the remarkable and well-established theoretical framework of politeness principles proposed by Geoffrey Leech in 1983 and politeness strategies proposed by Penelope Brown and Stephen Curtis Levinson in 1987. Although both are relatively old-school theoretical frameworks, they still seem relevant to be implemented by some researchers to date - either because no one has reconstructed this framework yet or they still feel comfortable and reluctant to leave it. Furthermore, a systematic study of the results of these studies can be distinctly composed and designed into an Arabic pragmatic learning module, especially on linguistic politeness principles and strategies. However, the needs analysis in this study is still limited to general observations of the available teaching materials, not yet at the stage of observation or interviewing students. In addition, this research is still limited to making module development designs. It has not yet arrived at the development stage and testing the effectiveness of this module in actual Arabic language politeness learning.

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