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## AN ANALYSIS OF SPEECH ACTS AND POLITENESS STRATEGIES IN TEACHER–STUDENT CLASSROOM INTERACTION: A PRAGMATIC STUDY

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### ABSTRACT

*This study aims to examine the types of speech acts and politeness strategies used in interactions between teachers and students in the classroom from a pragmatic perspective. The method used in this study is descriptive qualitative, with data sources taken from the spoken words of teachers and students through observation, audio recordings, and transcripts of interactions during learning. Data analysis was conducted by grouping speech acts according to Searle's theory and identifying politeness strategies based on Brown and Levinson's theory. The findings of this study indicate that directive speech acts are the most frequently used type of speech act by teachers, serving to guide and regulate the learning process. In addition, positive politeness strategies were used more often than negative politeness strategies as an effort by teachers to build good interpersonal relationships and create a supportive learning environment. The conclusion of this study is that the use of speech acts accompanied by appropriate politeness strategies is very influential in creating effective learning communication and supporting student engagement.*

**Keywords:** Classroom Interaction, Pragmatics, Speech Acts, Politeness Strategies.

### A. INTRODUCTION

Language is the primary tool in the educational process because through language, teachers and students can interact, convey information, and establish social relationships in the classroom. Learning activities do not only consist of one-way delivery of material, but also involve various complex communication activities, such as giving instructions, managing the class, providing feedback, and evaluating student understanding. So, language's role in the classroom is vital to how well students learn.

In linguistics, the phenomenon of language use in society is analyzed through pragmatics. Maulida et al., (2025) explain that pragmatics is the study of meaning expressed by the speaker and interpreted by the listener based on the context of the situation. This context includes the social relationship between the speaker and the listener, the purpose of communication, and the norms that apply in an institution. In the world of education, the structure of the relationship between teachers and students creates classroom interactions that are rich in pragmatic phenomena.

One important focus in pragmatics is speech act theory, which views language not only as a tool for communicating information, but also as an action in a social context. According to Nanda (2020), every utterance made by a speaker has a specific purpose and serves to perform an action, either explicitly or implicitly. Therefore, when someone speaks, they are not only uttering words, but also performing actions such as giving orders, making requests, explaining, expressing opinions, or showing emotions.

In the classroom learning environment, speech act theory is very important because teachers always use language to regulate learning activities. Susilowati (2023) found that discourse markers in EFL teachers' utterances play an important role in regulating the learning

process and maintaining student engagement, viewed from a pragmatic perspective. Teachers' utterances not only serve to teach material, but also as a tool to control student interactions and behavior. Mujahid Taha (2022) divides speech acts into five main categories, namely representative, directive, commissive, expressive, and declarative. Of these five categories, directive speech acts are the most common in classroom interactions. In the context of learning, directive speech acts are the most frequently used form by teachers. Sabr Tahr et al., (2023) states that directive speech acts serve to manage the class, direct student activities, and maintain order in the learning process.

The dominance of directive speech acts in the learning process arises because teachers are in a position of authority within institutions tasked with guiding learning activities. Fikri et al., (2022) revealed that teachers use directive speech acts to ask students to answer questions, complete assignments, pay attention to explanations, or follow class rules. Expressions such as "Please open your book to page ten" or "Please answer this question" are examples of directive speech acts that pragmatically aim to guide students in their actions.

However, the application of directive speech acts cannot be separated from the interpersonal dimension of communication. Directive speech acts risk damaging students' self-image (face) if delivered too directly or rudely. Therefore, in classroom communication, teachers need to consider not only the learning objectives but also the social and psychological effects of their words.

This is where politeness strategies play a significant role. Mulyono et al., (2025) explain that politeness strategies are efforts by speakers to maintain and respect their own face as well as that of their interlocutors in social interactions. There is a difference between positive face, which is the desire to be appreciated and accepted, and negative face, which is the desire not to feel pressured or coerced.

In classroom interactions, it is important for teachers to find a balance between their role as educators and their polite attitude as communication partners for students. Teachers often apply positive politeness strategies to build emotional closeness and create a comfortable learning atmosphere, such as giving praise, greeting students warmly, or using inclusive language such as "we" and "let's do it together." Zulkarnain et al. (2024) show that positive politeness strategies have the ability to increase student engagement and reduce the social distance between teachers and students.

On the other hand, negative politeness strategies are applied by teachers to respect student freedom, especially when giving instructions or corrections. Expressions such as "Take a look at this" show an effort to reduce the impression of coercion. Dedy and Ade (2024) emphasize that the application of politeness in institutional contexts, including education, aims to maintain harmonious interactions without eliminating the authoritative role of the speaker.

From the above explanation, it can be concluded that speech acts and politeness strategies are two interconnected and inseparable pragmatic aspects of classroom interactions. Speech acts describe actions carried out through language, while politeness strategies explain how these actions are conveyed so that they are socially acceptable. Therefore, this research is very important to conduct in order to perform an in-depth analysis of the types of speech acts and politeness strategies used by teachers in classroom interactions from a pragmatic perspective so that the overall function of language in the context of learning can be understood.

## **B. THEORETICAL STUDY**

Pragmatics is a field of linguistics that studies the meaning of language by considering the context in which it is used in real communication. In pragmatic studies, speech is

considered a social action that is closely related to the context of interaction. House and Kádár (2025) emphasize that the study of speech in second language pragmatics needs to pay attention to social relations, communicative intent, and underlying cultural norms. Unlike semantics, which emphasizes lexical and grammatical meaning, pragmatics focuses more on how meaning is perceived by speakers and their interlocutors in social interactions. According to Sabrina et al. (2024), pragmatics is the analysis of the speaker's intended meaning and how that meaning is received by the listener, taking into account the context of the situation.

In the world of education, pragmatics plays an important role because learning interactions involve institutional goals, power relations, and social norms. Ibrahim et al. (2024) reveal that pragmatics has a role in explaining how language is used to regulate interactions, create social relationships, and achieve communication goals in specific social contexts. Therefore, pragmatic analysis is very relevant for studying interactions between teachers and students in the classroom.

Classroom interactions are seen as a form of formal communication with distinctive characteristics, such as the unequal social roles between teachers and students. This situation results in the meaning of utterances depending not only on the content of the conversation but also on the speaker's status, learning objectives, and communication circumstances. Thus, pragmatics becomes the main theoretical basis in this study to understand the meaning of utterances in a contextual manner.

Speech act theory is a core concept in pragmatics that views language as a form of action. According to Syakila et al. (2024), every sentence uttered by a speaker not only conveys information but also performs a specific action. This means that when someone speaks, they simultaneously perform a social action using language. Pragmatics, speech act theory, and discourse analysis are interrelated approaches in examining the use of language as a social act. This is in line with the opinion of Teshaboyeva and Xatamova (2024).

Searle, in Rosvita et al., (2024), divides speech acts into five main categories, namely:

### **1. Representative Speech Acts**

These speech acts serve to convey facts, opinions, or information that the speaker believes to be true. In the context of education, this type of speech act is used by teachers to explain teaching materials or convey academic information.

### **2. Directive Speech Acts**

Speech acts that aim to invite the interlocutor to perform certain actions. For example, this includes commands, requests, and suggestions. Risnawati et al. (2024) show that directive speech acts are the most frequently used type in classroom interactions because they are directly related to the management of the learning process.

### **3. Expressive Speech Acts**

Speech acts are used to show the speaker's attitude or feelings, such as giving praise, expressing gratitude, or apologizing. In the context of learning, expressive speech acts play a role in building emotional relationships between teachers and students.

### **4. Commissive Speech Acts**

These speech acts express the speaker's commitment to do something in the future, such as a promise or willingness. In the classroom environment, this type tends to appear less frequently than other forms of speech acts.

### **5. Declarative Speech Acts**

Speech acts that directly change social status or existing conditions, such as the determination of grades or academic decisions by teachers.

In this study, speech act theory was applied to identify and classify the pragmatic functions of teachers' and students' utterances in interactions during learning.

The strategy of politeness is a significant idea in the field of pragmatics related to efforts to maintain balance in social interactions. Pramujiono et al. (2024) explain that politeness is related to the concept of face, which is the self-image that everyone wants to maintain when interacting socially. Face is divided into two types, namely positive face (the desire to be respected and accepted) and negative face (the desire not to be controlled or forced).

Based on this understanding, Pramujiono et al. (2024) divide politeness strategies into two main categories:

### **1. Positive Politeness Strategy**

This strategy aims to build closeness, solidarity, and good interpersonal relationships. In the classroom context, teachers apply positive politeness through praise, pleasant greetings, and inclusive word choices. Lestari et al. (2025) state that the application of positive politeness can increase student engagement and self-confidence.

### **2. Negative Politeness Strategy**

This strategy is applied to respect the freedom of the interlocutor and reduce the impression of coercion. Teachers usually adopt negative politeness when giving directions or making corrections, for example, by using indirect expressions. Irawati et al. (2025) emphasize that negative politeness strategies are very important for maintaining professionalism and communication ethics in an institutional environment.

Politeness is not only demonstrated through the choice of polite words, but also through attentiveness towards the interlocutor. Fukushima (2024) explains that attentiveness is an important aspect in building politeness, including in the context of digital communication. The application of politeness strategies in classroom interactions illustrates teachers' pragmatic skills in adapting language to social contexts and learning objectives. Research conducted by Ginting and Pasaribu (2023) shows that positive politeness strategies are more dominant in classroom interactions because they create a comfortable learning atmosphere and increase student participation.

Speech acts and politeness strategies are two important concepts in pragmatic research that cannot be separated, because they function together in everyday communication. Speech acts describe actions performed through words, while politeness strategies discuss how to convey these actions so that they are well received by the interlocutor. In other words, speech acts focus on the illocutionary function of a statement, while politeness strategies relate to the social and interpersonal effects of the statement.

According to Praptiwi (2020), every speech act has a specific illocutionary purpose, such as giving orders, making requests, or offering suggestions. In the context of education, teachers often apply directive speech acts because of their position as managers and directors of learning activities. Directive speech acts aim to encourage students to do something, such as doing assignments, answering questions, or paying attention to explanations given. However, from a pragmatic point of view, these speech acts have the potential to threaten students' negative face because they contain elements of coercion or restriction of freedom.

Fadillah et al. (2024) explain that any linguistic action that can limit the freedom of the speech partner is referred to as a face-threatening act (FTA). In a classroom environment, teacher instructions such as "Do it now!" can directly threaten students' self-image if they are not delivered with consideration for politeness. Therefore, teachers usually combine directive speech acts with politeness strategies to minimize the impact of threats to students' face

Politeness strategies serve as a tool to mitigate the impact of speech acts. When teachers apply positive politeness, they try to build closeness and solidarity with students, for example, through praise or inclusive language such as "Let's try to do it together." This strategy makes students feel valued and involved so that directive speech acts are not

considered pressure but a collaborative invitation. Ria and Ngusman (2022) emphasize that the application of positive politeness in directive speech acts can increase student response and involvement in the learning process.

In addition, teachers also use negative politeness strategies to respect students' freedom and maintain professional distance. This strategy is characterized by the use of indirect expressions, requests, or markers of politeness such as “try,” “please,” and “maybe.” For example, the statement “Try to pay attention to this part for a moment” shows an effort to reduce the impression of coercion. Dedy and Ade (2024) show that negative politeness strategies are very important in institutional contexts because they help maintain communication ethics without reducing the speaker's authority.

The relationship between speech acts and politeness strategies is increasingly important in institutional communication such as education. Rinyanthi (2025) explains that the effectiveness of institutional communication is greatly influenced by the speaker's ability to combine the pragmatic function of statements with social and cultural considerations. In the classroom context, teachers who can adjust the type of speech act with appropriate politeness strategies will be more successful in conveying messages while maintaining good interpersonal relationships with students. Therefore, analyzing speech acts without considering politeness strategies will result in an incomplete understanding of communication practices in the classroom. Conversely, by studying both aspects simultaneously, researchers can obtain a more comprehensive picture of how teachers use language not only as a teaching tool but also as a medium for building social relationships and creating a conducive learning atmosphere.

### **C. RESEARCH METHOD**

This study uses a descriptive qualitative approach with the aim of understanding and explaining language phenomena in depth based on language data that arises naturally in the classroom learning environment. A qualitative approach was chosen because the focus of this study is not on numerical values or hypothesis testing, but rather on interpreting the meaning of conversations and the pragmatic functions of language in social interactions. According to Marinu Waruwu (2024), qualitative studies are particularly suitable for analyzing complex social interactions because they allow researchers to understand meaning, context, and communication comprehensively. In this study, the qualitative approach allows researchers to analyze how words and politeness strategies are used by teachers and students in real learning situations.

The data sources in this study consist of spoken utterances produced by teachers and students throughout the learning process in the classroom. The data were taken from direct interactions that took place in the classroom, so they are natural and contextual. The utterances of teachers and students were chosen as the main data source because they reflect real communication practices, which contain various pragmatic phenomena, particularly polite speech and strategies. By utilizing verbal data from classroom interactions, this study seeks to understand the meaning of language in its entirety in accordance with the situational context, social relationships, and communication objectives that occur.

Information gathering was conducted in several ways, namely through direct observation, audio recording, and transcription. Observation aimed to understand the classroom environment, the roles of participants in conversations, and the context in which conversations took place. Audio recording was used to accurately record conversations between teachers and students during learning activities so that the information obtained did not depend solely on the researcher's memory. After that, the recordings are converted into text to facilitate analysis. This transcription process is carried out carefully so that the authenticity of the conversation is maintained and the pragmatic meaning is not distorted.

The data analysis method was carried out in several steps. First, the researcher determined the teacher and student conversations that were relevant to the research focus. Second, these conversations were grouped based on the type of conversational act using the theory proposed by Searle. Third, the researcher identified the politeness strategies applied in each conversation based on Brown and Levinson's theory of politeness. The final stage is to interpret the pragmatic function of the conversation by considering the context of the situation, the purpose of communication, and the social relationship between the teacher and the student. This analysis process is carried out descriptively to produce a deeper understanding of the use of speech acts and politeness strategies in classroom interactions.

#### **D. RESULT AND DISCUSSION**

The results of the study reveal that directive speech acts are the most commonly used type by teachers in classroom interactions. This dominance is closely related to the teacher's role as the manager of the learning process, responsible for directing learning activities, maintaining order, and ensuring the achievement of learning objectives. Teachers use directive speech acts to encourage students to pay attention to explanations, answer questions, complete assignments, and obey classroom rules. These findings indicate that language functions as a pedagogical control tool that helps teachers manage learning activities more effectively. This is in line with the statement by Fukushima (2024), which explains that directive speech acts in the context of learning serve as a means of instructional control as well as a tool to encourage student engagement in academic activities.

Apart from the dominance of directive speech acts, the study results also show that positive politeness strategies are more frequently applied by teachers than negative politeness strategies. Teachers are more likely to use praise, friendly greetings, and expressions of support to create a comfortable learning atmosphere and increase student participation. The application of positive politeness reflects teachers' efforts to build good interpersonal relationships with students so that interactions in the classroom become more cooperative rather than hierarchical. Paulina Yuliani (2025) emphasizes that positive politeness strategies in education play an important role in strengthening emotional bonds between teachers and students, which ultimately can increase learning motivation and communication effectiveness in the classroom.

#### **E. CONCLUSION**

Based on the analysis and discussion, it can be concluded that the relationship between teachers and students in the classroom is a form of communication rich in pragmatic phenomena, especially in terms of speech acts and polite behavior. This study indicates that directive speech acts are the most commonly used by teachers during the teaching and learning process. This dominance is closely related to the role of teachers as class managers who are responsible for directing learning activities, maintaining order, and ensuring that learning objectives are achieved.

Furthermore, the findings also show that teachers tend to apply positive politeness strategies more often than negative politeness strategies. The use of positive politeness, such as giving praise, greeting students warmly, and using inclusive language, illustrates teachers' efforts to strengthen good interpersonal relationships with students and create a comfortable and participatory learning environment. On the other hand, negative politeness strategies are implemented to respect students' freedom and maintain professionalism, especially when giving instructions or corrections.

Overall, this study confirms that speech acts and politeness strategies are two interrelated and inseparable pragmatic elements in classroom interactions. The combination of the two is essential in creating effective, ethical learning communication that supports active student participation.

### **Recommendations**

Based on the results of the study, several recommendations can be made. First, for teachers, it is recommended that they improve their understanding of pragmatics in the use of language in the classroom environment. This is particularly related to combining directive speech acts with appropriate politeness strategies so that communication in learning does not come across as authoritarian but remains effective and makes students feel comfortable. It is hoped that understanding these pragmatic aspects will help teachers create a more interactive and human-oriented learning atmosphere.

Second, for future researchers, it is recommended to expand the scope of research by involving more learning contexts, such as various levels of education or specific subjects. Thus, the results obtained can provide more holistic insights into the use of speech acts and politeness strategies in education. Further research could also analyze students' responses to the application of politeness strategies by teachers to assess their impact on motivation and learning outcomes.

Third, in the development of linguistic studies, particularly in the field of pragmatics, this research is expected to serve as a reference in studies on language and education. In addition, it is also expected to encourage further research exploring the contextual use of language in interactions in institutional environments.

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