



Incentive-Based Peer Correction Practice in Arabic Speaking Instruction: A Self-Determination Theory Perspective

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Abstract

Speaking proficiency (mahārah kalām) remains difficult to develop in Arabic language learning, particularly in pesantren (traditional Islamic boarding schools in Indonesia), where limited speaking practice and psychological barriers such as shyness and fear of error often hinder active participation. In response, some pesantren have informally adopted a peer-correction practice reinforced by small monetary incentives, in which students remind peers, including teachers, to speak Arabic and receive a token reward for doing so. This practice has rarely been examined through the lens of language-learning motivation theory. This study conceptually analyzes the mechanism, pedagogical potential, and risks of incentive-based peer correction as a strategy for developing Arabic speaking skills. A qualitative library research method was employed, drawing on scholarly literature on corrective feedback, behaviorist reinforcement, and self-determination theory. The literature reviewed suggests that the method has the potential to increase active participation, courage to speak, and immediate correction of errors, consistent with principles of positive reinforcement and communicative peer learning; however, excessive reliance on extrinsic incentives risks undermining intrinsic motivation and altering the social dynamics between students and teachers if not carefully managed. This study offers a critical evaluative framework, consisting of five interrelated design criteria, that educators can use to design incentive-based peer correction practices that support rather than compromise sustainable language-learning motivation.

Keywords: Arabic speaking skills, Incentive, Motivation, Peer correction, Pesantren, Self-Determination Theory

A. INTRODUCTION

Speaking skill (*mahārah kalām*) represents the pinnacle achievement of Arabic language learning, requiring learners not only to master grammatical rules but also to use them spontaneously in oral communication. This competence poses a distinct challenge, particularly in pesantren (traditional Islamic boarding schools in Indonesia) that implement a language environment (*bi'ah lughawiyah*) as their primary language-acquisition strategy. Various studies confirm that *bi'ah lughawiyah* plays an important role in encouraging the daily active use of Arabic and boosting students' confidence in



communication (Yakin & Hasan, 2025). In practice, however, many pesantren still struggle to create a truly conducive language environment, leaving students prone to passivity and reluctant to take the initiative to use Arabic actively.

This view aligns with the notion that a language-acquisition environment rich in exposure and interactional opportunities makes a substantial contribution to the development of second-language learners' oral competence (Ritchie & Bhatia, 2009). Students' passivity can, in part, be explained by the *output hypothesis*, which asserts that communicative competence cannot be sustained by language exposure alone. It also requires opportunities to actively produce language so that learners can test their own linguistic hypotheses and become aware of the gap between what they intend to say and what they are actually able to say.

One of the main obstacles to developing speaking skills is an affective factor, namely *language anxiety*. Fear of being corrected or negatively judged by one's surroundings hinders learners' active participation and reduce their courage to use Arabic orally (Abdussalam et al., 2026). Such anxiety is not merely an isolated psychological symptom; it has been systematically mapped within the construct of foreign language anxiety, comprising three main components: communication apprehension, fear of negative evaluation, and test anxiety (Horwitz et al., 1986).

These three components are relevant for understanding why students tend to avoid speaking opportunities even when a *bi'ah lughawiyah* has been provided. To address this issue, a number of pesantren have developed language-discipline strategies involving fellow students, one of which is the application of *reward and punishment* techniques in shaping the Arabic language environment, as found at Pondok Pesantren Fathul Hidayah Lamongan, which combines disciplinary enforcement with incentives for language compliance (Widiyawati et al., 2023). A similar pattern is found in other pesantren that impose social sanctions on students who violate Arabic-language rules as a means of reinforcing *bi'ah lughawiyah* discipline (Achmadin et al., 2024).

From the roots of such practices emerges a more specific variant: the incentive-based peer correction method, in which students are encouraged to correct anyone, including their teachers, who speaks a language other than Arabic and receive a sum of

money in return. Conversely, a student who hears a violation but fails to correct it is considered to owe a debt to the party responsible for enforcing the rule. This practice is conceptually closely related to two theoretical frameworks that have been widely studied separately in the language-learning literature: first, *corrective feedback* and *peer correction*, which have been shown to contribute to improved speaking accuracy among learners when carried out appropriately (Muslem et al., 2021); and second, positive reinforcement within Skinner's behaviorist framework, which holds that behavior followed by pleasant consequences (including financial rewards) tends to be repeated and reinforced, as has also been applied in the context of speaking-skill instruction (Addaeroby & Febriani, 2024).

Although both frameworks support the method's positive potential, the language-learning motivation literature reveals a conceptual tension that has rarely been discussed: Self-Determination Theory (SDT) asserts that intrinsic motivation (the drive to learn arising from curiosity and inner satisfaction) is more sustainable than extrinsic motivation, and that excessive external rewards risk undermining learners' intrinsic motivation in the long run (Ryan & Deci, 2000).

On the other hand, a number of studies on *token economy* in educational contexts report positive results for learning motivation and student discipline when incentives are managed in a structured manner (Mutiarini et al., 2025). The tension between these two views (the potential to strengthen active participation on the one hand, and the risk of eroding intrinsic motivation and shifting teacher-student social relations on the other) constitutes a conceptual *gap* that warrants systematic examination, given that studies of the incentive-based peer correction method within Arabic language learning in pesantren remain very limited and tend to be discussed descriptively without an adequate motivational-theory framework.

Previous studies on improving Arabic speaking skills in pesantren have generally focused on active-learning strategies such as role-play, short drama, or cooperative learning of the *Think Pair Share* (Ningsih et al., 2025), which have been shown to improve student participation and confidence, but have not specifically addressed the peer correction mechanism combined with financial incentives as a single integrated strategy. The novelty of this article lies in its attempt to conceptually analyze this method through

the integration of four theoretical frameworks: corrective feedback in second-language acquisition, behaviorist positive reinforcement, self-determination theory, and socio-cultural studies of teacher–student authority relations in pesantren, to produce a critical evaluation not yet available in the existing Arabic language education literature. This integration of four frameworks is important because the incentive-based peer correction method cannot be fully understood merely in terms of its linguistic effectiveness; it must also be read as a social practice involving an exchange of authority between students and teachers, an aspect rarely addressed by language-learning motivation studies in general. Based on the foregoing, this article analyzes the working mechanism, pedagogical potential, and risks of the incentive-based peer correction method in Arabic-speaking instruction and formulates an evaluative framework and practical implications for pesantren managers and Arabic language teachers.

B. RESEARCH METHOD

This study employs the library research method (*library research*) with a descriptive-analytical approach. The library research method was chosen because this study aims to analyze and synthesize concepts from various scholarly literature rather than to measure or empirically test field data, as is common in conceptual studies in the field of Arabic language education (Sumilih et al., 2025).

The data sources in this study consist of two categories: primary sources in the form of national and international scientific journal articles in the field of Arabic language education published within the last ten years, particularly those discussing speaking skill, *bi'ah lughawiyah*, and corrective feedback; and secondary sources in the form of books and articles on learning-motivation theory, including Skinner's behaviorist positive-reinforcement theory, Deci and Ryan's Self-Determination Theory, and sociological-anthropological studies of the relationship between the kiai (senior Islamic scholar and head of the pesantren) and santri (students residing in the pesantren).

The literature search was conducted through online academic databases, including Google Scholar, Garba Rujukan Digital (Garuda), and ScienceDirect, using a combination of the keywords "peer correction," "corrective feedback," "token economy," "Self-Determination Theory," "*bi'ah lughawiyah*," and "speaking skill." The inclusion

criteria used were as follows: (1) the article discusses one of three core themes, namely peer correction, incentive-based reinforcement, or language-learning motivation; (2) it is published in an indexed journal or an academically recognized reference book; and (3) it is contextually relevant to Arabic language learning in boarding-school or pesantren-based education, although a number of general motivation-theory sources originating from other language-learning contexts were still included as the primary conceptual foundation due to the limited availability of similar studies specifically addressing the pesantren context. Articles that discuss learning motivation in general terms without any connection to language acquisition or behavior modification were excluded from this study.

Data collection was carried out through documentary/library study, namely, searching, critically reading, and recording relevant concepts from the identified sources. Data analysis was conducted using the content analysis technique, comprising three stages: (1) data reduction, namely, selecting and focusing on concepts relevant to the theme of incentive-based peer correction; (2) data display, namely, organizing concepts into thematic categories covering the method's mechanism, supporting theoretical foundations, and potential risks; and (3) conclusion drawing, namely, synthesizing the thematic findings into a coherent conceptual framework.

Data validity was maintained through source triangulation, which was carried out by comparing findings from literature originating from three different scholarly traditions: applied linguistics, educational psychology, and socio-religious studies of pesantren, to ensure that a given conceptual claim does not rest on a single disciplinary perspective alone. Where inconsistencies were found between one scholarly tradition and another (for example, between the positive findings on token economy in educational psychology and the Self-Determination Theory concerns regarding extrinsic motivation), both perspectives were presented side by side in the discussion rather than being forced into a single conclusion.

C. RESULTS AND DISCUSSION

Results

Based on the literature search and analysis, the incentive-based peer correction method in Arabic-speaking instruction can be mapped into three main components. First, the correction mechanism: a student who hears a violation of Arabic-language use, whether by a fellow student or by a teacher, is obliged to correct the offender as a form of *bi'ah lughawiyah* discipline enforcement, in line with the language-discipline enforcement practices already implemented in a number of pesantren (Widiyawati et al., 2023). Second, the incentive mechanism: a student who successfully corrects a violation receives a financial reward as a form of positive reinforcement, whereas a student who is aware of a violation but fails to correct it is considered to owe a debt-like obligation to the responsible party, a pattern that structurally resembles the token economy system in behavior modification, which has proven effective in improving compliance and motivation across various educational contexts (Mutiarini et al., 2025). Third, the agreement mechanism: Before the method is implemented, prospective correctors and those who may be corrected are required to draw up a written agreement, which serves to guarantee transparency, clarity of rights and obligations, and social legitimacy for the practice of cross-hierarchy correction, including correcting teachers.

The literature also indicates that students' courage to correct others and to speak in Arabic is closely related to their level of self-confidence, and confidence in oral communication more broadly correlates with reduced language anxiety and increased active participation. Although not conducted in a language-learning or speaking-specific setting, a classroom action research study on young children found that a token economy approach improved children's general self-confidence (Triastuti et al., 2019). While this evidence is only indirect, it lends cross-domain plausibility to the assumption that reward-based reinforcement can also strengthen the self-confidence underlying students' willingness to speak up and correct others in Arabic, a link that still awaits direct empirical testing in a speaking context.

From a theoretical standpoint, the reinforcement provided in the form of financial incentives in this method is consistent with Skinner's principle of *operant conditioning*

(1965), which states that behavior followed by positive reinforcement tends to increase in frequency, a principle that has also been specifically applied in speaking-skill instruction (Addaeroby & Febriani, 2024). However, findings from the Self-Determination Theory framework reveal a contrasting pattern: controlled extrinsic motivation (such as monetary rewards) risks undermining learners' intrinsic motivation when applied without regard for the basic psychological needs of autonomy, competence, and relatedness (Ryan & Deci, 2000).

Other studies in the context of second-language learning have also found that motivation rooted in external regulation (for example, the drive to earn money or avoid sanctions) tends to correlate weakly with sustainable language-learning orientation compared with internalized motivation (Noels et al., 2000).

Discussion

The Method's Working Mechanism in Greater Detail

Before proceeding to a deeper theoretical discussion, it is worth outlining the method's working mechanism more concretely since the Results section has only mapped its components in broad terms. In practice, this method's cycle typically unfolds in four stages. The first stage is the establishment of an initial agreement, in which the language coordinator determines who is bound by the correct-and-be-corrected system, including agreeing on the incentive amount, the source of incentive funds, and the mechanism for recording violations. The second stage is the moment of violation and correction, when a student hears the use of a language other than Arabic and immediately corrects the offender, either verbally and directly or through a previously agreed-upon code. The third stage is verification and incentive disbursement, in which the responsible party, usually the language coordinator or supervising ustaz (Islamic teacher), confirms the validity of the correction before the reward is given to prevent false corrections or manipulation of the system. The fourth stage is the recording of a debt for a student who is aware of a violation but fails to correct it, which then becomes a personal obligation to be settled, either by correcting another violation in return or through another agreed-upon form of compensation. These four stages are visualized in Figure 1.

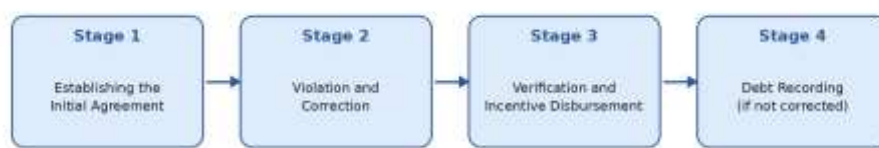


Figure 1. Flow of the Four-Stage Working Mechanism of the Incentive-Based Peer Correction Practice

This step-by-step description matters because it shows that this method is not merely a simple reward system but rather a small social ecosystem with its own rules, an indirect sanction in the form of debt, and a verification mechanism. The more complex the verification and recording system becomes, the greater the likelihood that correcting will come to be perceived as an administrative transaction rather than an expression of concern for the language—a possibility discussed further in the section on motivational tension below.

The findings above indicate that the incentive-based peer correction method holds significant pedagogical potential while also carrying risks that warrant critical attention. In terms of potential, this method introduces a form of *corrective feedback* that is spontaneous and contextual—correction occurs precisely at the moment the error arises, rather than being submitted to a formal evaluation session. This is consistent with findings that timely, contextual corrective feedback positively contributes to improving learners' speaking accuracy (Tarigan et al., 2023). Moreover, because correction is carried out by fellow students (and is even directed at teachers), this method also empowers students as active agents in maintaining the *bi'ah lughawiyah*, a pattern that ethnographic studies of pesantren interpret as a form of active participation that can proceed without eliminating hierarchy or the value of adab, so long as teacher authority remains accompanied by space for dialogue and peer assistance (Sya'bani & Widodo, 2026).

From Positive Reinforcement to a Shift in Motivational Regulation

Nevertheless, the conceptual tension between the behaviorist approach and Self-Determination Theory warrants serious attention in applying this method. Financial incentives, if treated as the sole source of motivation, risk shifting students' learning

orientation away from mastery of the language itself (intrinsic motivation) toward the mere pursuit of rewards (controlled extrinsic motivation). If the incentive is discontinued or no longer available, student participation in correcting and actively speaking may decline, a pattern consistent with findings that dominant extrinsic motivation tends not to persist without the continuous presence of external reinforcement (Dörnyei & Ushioda, 2013; Heng, 2024). This risk can be minimized if the incentive functions not as an end in itself but as an initial *starter* that is gradually directed toward the internalization of the value of speaking Arabic, a process known in SDT as the shift from external regulation toward internalized regulation.

To understand this tension more precisely, it is first necessary to distinguish the types of motivational regulation recognized in SDT. This theory does not treat extrinsic and intrinsic motivation as two sharply separated poles, but rather as a continuum of regulation, ranging from amotivation, external regulation, introduced regulation, identified regulation, and integrated regulation, through to intrinsic motivation itself, with autonomy increasing at each successive stage. Financial incentives in the peer correction method, if they remain confined to the stage of external regulation (that is, students correct others solely for the money), risk still being regarded as a controlled and, in the long run, fragile form of motivation. This concern is empirically grounded. Cognitive Evaluation Theory, one of SDT's sub-theories, explains that rewards perceived as tools of behavioral control tend to shift a student's locus of causality from internal to external, so that the student begins to view the act of correcting not as an expression of care for the language but merely as an economic transaction (Deci & Ryan, 1985). This kind of perceptual shift has been experimentally demonstrated in children, whose spontaneous interest in an activity declined after the activity was linked to a previously promised reward (Deci et al., 1999), and this pattern was later reconfirmed more broadly through a synthesis of data from dozens of experimental studies spanning several decades (Deci et al., 2001). It should also be noted that findings on the adverse effects of rewards on intrinsic motivation do not hold uniformly across all conditions; a number of reviews of classroom token-economy practices report mixed results, with effectiveness heavily dependent on consistency of implementation, clarity of criteria, and the methodological quality of the studies examining them (Maggin et al., 2011). In other

words, financial incentives in the peer correction method are not something that automatically undermines motivation, but they risk doing so if poorly designed and poorly communicated to students.

Read side by side, these three strands of evidence do not point in the same direction, and comparing them directly is instructive. Deci and colleagues' meta-analyses (Deci et al., 1999, 2001) treat any tangible, expected reward as a threat to intrinsic motivation in general behavioral settings, whereas Kim et al.'s (2022) more recent review of K-5 classroom token economies reports large effect sizes for behavioral improvement, and Maggin et al.'s (2011) systematic evaluation finds the underlying evidence too inconsistent in design quality to call token economies a settled best practice either way. None of these three reviews was conducted on language classrooms specifically, so on their own, they leave the incentive-based peer correction method's likely outcome open rather than predictable from theory alone. A recent multilevel meta-analysis restricted to second-language achievement narrows this uncertainty: externally regulated motivation showed no significant relationship with L2 achievement ($r = -.01$, ns), whereas autonomous motivation (intrinsic and identified regulation) was positively associated with achievement and negatively associated with language anxiety (Alamer et al., 2025). A further caution comes from corrective feedback research itself: a recent survey of Indonesian EFL learners found that corrective feedback, although it can improve accuracy, can simultaneously depress students' motivation to speak (Mahara & Hartono, 2024), suggesting that in the peer correction method, it may be the act of being corrected, not only the incentive attached to it, that carries motivational risk. Broader reviews of self-determination theory in second-language research also note that cognitive evaluation theory, the subtheory most directly relevant to reward-based interventions like this one, remains comparatively underrepresented in language-specific empirical work (Al-Hoorie et al., 2022), a gap this conceptual study aims to help narrow rather than resolve empirically. Taken together, the practical implication for pesantren managers is that a financial incentive should not be expected by itself to reliably raise Arabic speaking outcomes; its value depends on whether it is designed to evolve toward autonomous engagement with the language, which is precisely the function of Table 1's fifth criterion, the transition mechanism.

Teacher-Student Authority Relations in Cross-Hierarchy Correction Practice

Another aspect that warrants attention is the social relationship between students and teachers. The practice of correcting a teacher, even when framed within a written agreement, carries the potential to create vulnerability with respect to norms of *adab* (Islamic etiquette and moral conduct) and respect for teacher authority, both of which are important values in *pesantren* culture. In the *pesantren* tradition, the relationship between a *kiai* or teacher and students is indeed hierarchical, with the teacher's scholarly and spiritual authority serving as the primary reference point in students' daily lives. However, contemporary scholarship asserts that this hierarchy is not, as a normative matter, equivalent to a domination that forecloses space for dialogue or criticism but is instead grounded in scholarly legitimacy and an ethic of respect that still leaves room for correction delivered courteously and proportionately. Within this framework, the practice of correcting a teacher in the context of *bi'ah lughawiyah* can be interpreted differently depending on how it is carried out: if a correction is delivered as a shared expression of concern for maintaining language discipline and is accepted by the teacher as part of a mutually agreed arrangement, this practice can in fact strengthen a sense of collective responsibility without diminishing the teacher's own authority. Conversely, if the correction is delivered in a discourteous tone, or if the teacher feels humiliated in front of other students, this practice risks eroding the respect that forms the foundation of the educational relationship in *pesantren*. As long as correction is carried out within a clear agreed framework and accompanied by a courteous manner of delivery, this practice can be understood as a form of active learning that in fact strengthens shared responsibility for the sustainability of the language environment, a pattern also found in cooperative-learning approaches that encourage students' courage to voice their opinions without eliminating the authority structure of learning (Ningsih et al., 2025). Therefore, *pesantren* managers must formulate a kind of correction ethic (for example, stipulating that a correction directed at a teacher should be delivered privately or through a specific non-humiliating code) so that the corrective function of this method does not clash with the value of *adab* held in high regard within *pesantren* culture. Accordingly, the success of the incentive-based peer correction method heavily depends on how *pesantren* managers design the agreement mechanism, the limits of the incentive,

and affective mentoring, so that the method functions as a bridge toward sustainable language-learning motivation rather than a mere short-term economic transaction.

Toward a Critical Evaluation Framework

Based on the entire analysis above, this study proposes a critical evaluation framework that pesantren managers and Arabic language teachers can use to assess the extent to which the implementation of the incentive-based peer correction method in their respective institutions has been soundly designed. This framework consists of five interrelated criteria. First, clarity of the incentive's purpose, namely the extent to which managers and students understand that the financial incentive functions as an initial starter rather than as the goal of language learning. Second, support for basic psychological needs, namely the extent to which the method still provides room for student autonomy in choosing how to correct others, acknowledges the competence of students who correct appropriately, and maintains a sense of social relatedness rather than fostering suspicion among students. Third, proportionality of the incentive amount, namely, the extent to which the reward is not so large as to trigger unhealthy competition or to make correcting a primary source of income for students. Fourth, cross-hierarchy ethics, namely, the extent to which the mechanism for correcting teachers is carried out in a manner that preserves adab and does not embarrass the corrected party in public. Fifth, a mechanism for transitioning toward internalization, namely, the extent to which the pesantren has a gradual plan for reducing dependence on financial incentives as students' awareness and habitual use of Arabic increases, for example, by periodically replacing it with non-financial forms of recognition or social appreciation. These five criteria are not intended as a rigid measurement instrument, but rather as a reflective guide for pesantren managers in evaluating and refining practices already in place. As summarized in Table 1, these five criteria can be reflectively used by pesantren managers to assess the soundness of the incentive-based peer correction practices already implemented in their respective institutions.

Table 1. Critical Evaluation Framework for Incentive-Based Peer Correction Practice

No	Criterion	Description
1	Clarity of the incentive purpose	The extent to which managers and students understand that the financial incentive functions as an initial starter, rather than as the goal of language learning.
2	Support for basic psychological needs	The extent to which the method still provides room for student autonomy in choosing how to correct others, acknowledges the competence of students who correct appropriately, and maintains a sense of social relatedness rather than fostering suspicion among students.
3	Proportionality of the incentive amount	The extent to which the reward is not so large as to trigger unhealthy competition or to make correcting a primary source of income for students.
4	Cross-hierarchy ethics	The extent to which the mechanism for correcting teachers is carried out in a manner that preserves adab and does not embarrass the corrected party in public.
5	Transition mechanism toward internalization	The extent to which the pesantren have a gradual plan for reducing dependence on financial incentives as students' awareness and habitual use of Arabic increase, for example, by periodically replacing it with non-financial forms of recognition or social appreciation.

Illustration of the Evaluation Framework's Application

As a brief illustration, the application of the critical evaluation framework above can be envisioned through a simple scenario. Suppose a pesantren sets a correction incentive of two thousand rupiah per violation, funded from a jointly managed language fund rather than from the personal pocket of the corrected teacher. The language coordinator then establishes a rule that corrections directed at fellow students may be delivered openly, while corrections directed at a teacher must be delivered privately or through a specific agreed-upon signal, so that the teacher does not feel humiliated in front of other students. Every three months, the coordinator evaluates whether the frequency of corrections has begun to decline as students become accustomed to speaking Arabic; if so, the financial incentive is gradually replaced with a form of social recognition, such

as announcing the name of the student most active in maintaining the *bi'ah lughawiyah* during a weekly forum. This scenario shows that the five evaluation criteria can be translated into relatively simple operational steps, without requiring drastic changes to practices already in place in the field.

Comparison with Other Reinforcement Approaches Outside the Pesantren Context

To enrich the reading of this method, it is worth comparing it with incentive-based reinforcement practices in other educational contexts. The token economy system in mainstream schools, for example, generally targets improvements in classroom behavior, such as discipline and orderliness, using tokens or points that can later be exchanged for particular rewards—a system that, according to a recent systematic review, produces a fairly substantial effect size on behavioral improvement among learners at the elementary level (Kim et al., 2022).

The fundamental difference between that system and the incentive-based peer correction method in pesantren lies in its target: token economy generally targets the individual behavior of the students themselves, whereas the peer correction method targets the behavior of other parties, including authority figures such as teachers, making its relational dimension and risks far more complex than the simple awarding of stickers or points on a classroom board. This comparison confirms that the incentive-based peer correction method is not merely a variant of ordinary token economy but rather a hybrid between a behavior-reinforcement system and a community-based social monitoring system, one that demands extra care in its design. This comparison is summarized concisely in Table 2.

Table 2. Comparison Between the Common Token Economy and Incentive-Based Peer Correction Practice in Pesantren

Aspect	Token Economy in Mainstream Schools	Incentive-Based Peer Correction Practice in Pesantren	Jasus–Mahkamah Lughah System in Other Pesantren
Target behavior	The individual behavior of the students	The behavior of other parties, including	Violations by fellow students, monitored and

Aspect	Token Economy in Mainstream Schools	Incentive-Based Peer Correction Practice in Pesantren	Jasus–Mahkamah Lughah System in Other Pesantren
	themselves (e.g., discipline, orderliness)	authority figures such as teachers	reported by an appointed jasus (language spy).
Form of reinforcement	Tokens or points that can be exchanged for particular rewards	Direct financial reward for the act of correcting	Sanction or fine imposed on the violator, decided by a mahkamah lughah (language court); no reward for the reporter.
Relational dimension	Relatively simple, between teachers and students within a fixed hierarchy	Complex, involving a cross-hierarchy exchange of authority (students correcting teachers)	Peer-to-peer among students; reporting is typically covert and does not extend to teachers.
Main risk	Dependence on external reinforcement	Dependence on external reinforcement, along with the potential erosion of Adab and of the teacher–student authority relationship	Risk of mutual suspicion among students and social stigma attached to being reported
System character	Individual behavior-reinforcement system	Hybrid behavior-reinforcement system and community-based social monitoring system	Punitive, surveillance-based peer monitoring system

Limitations of the Study

As a conceptual, library-based study, this article has several limitations that must be openly acknowledged. First, all analysis in this study is theoretical in nature and has not been tested against field data, so claims regarding the method's potential and risks remain conceptual hypotheses that require further empirical verification. Second, the

literature on incentive-based peer correction practices in pesantren remains very limited and is mostly descriptive, so the synthesis in this study relies heavily on general motivation theory originating from language-learning contexts outside the pesantren setting. Third, variations in practice across pesantren (whether in the size of the incentive, verification mechanisms, or each institution's local culture) could not be fully accommodated within the proposed critical evaluation framework, so its field implementation will still require contextual adjustment by each pesantren manager.

D. CONCLUSION

This study shows that the incentive-based peer correction method in Arabic-speaking instruction is a strategy that conceptually rests on several theoretical frameworks that are simultaneously complementary and potentially conflicting, namely, behaviorist positive reinforcement, self-determination theory, and studies of teacher–student authority relations within pesantren culture. On the one hand, this method offers a spontaneous and contextual form of corrective feedback, empowers students as active agents safeguarding the language environment, and theoretically has the potential to increase participation, courage, and confidence in speaking. On the other hand, excessive reliance on extrinsic incentives risks undermining students' intrinsic motivation and may disrupt teacher–student social relations if not balanced with a clear agreement and a courteous manner of delivery. Building on this analysis, the study offers a critical evaluation framework consisting of five criteria (clarity of the incentive's purpose, support for basic psychological needs, proportionality of the incentive amount, cross-hierarchy ethics, and a mechanism for transitioning toward internalization) that pesantren managers can use to assess and refine practices already in place. The practical implication of this study is the need for pesantren managers and Arabic language teachers to position financial incentives as a temporary initial starter rather than the ultimate goal of learning and to design affective mentoring mechanisms that encourage a transition from extrinsic motivation toward more internalized motivation. Further field-data-based research, whether through case studies in pesantren that have implemented this method or through limited experimental research, is needed to empirically test the effectiveness

and long-term impact of this method on students' speaking skills and Arabic-learning motivation.

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