

Problems in the Formation of Language Environment in Learning Arabic

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Abstract: This article aims to discuss about the Arabic-speaking education at the Islamic boarding school Al Ghifari of East Lampung. Many students use Javanese and do not use proper grammar. This study aims to find out how to solve the implementation of an environmental program in Arabic and the problems there, as well as the supporting and inhibiting factors in the implementation of language activities. By using The descriptive analysis method, sample of data collected by interview, observation and documentation. The results of the data analysis show that the students lack the desire to learn Arabic, due to the lack of support from those closest to them, an environment that does not support progress in educational attainment and students lack self-confidence. Attempts to solve it the school is trying to improve the skills of teachers by involving them in educational trainings from the government.

INTRODUCTION

Learning, including language learning, is an individual activity that produces certain experiences that determine the quality of behavior change in individual students, and these changes lead to maturity.¹ Language teaching, especially second language teaching, recognizes three series in stages, namely the method and technique approach.² Many schools have developed several types of methods. However, there is no one method that is superior to all aspects of language skills, and the consistency of a method's success suggests that there are other factors that have an effect on the success of language teaching. Method is

¹ BasmaOdeh Salman Al-Rawashdeh, "Arabised Terminology Issue in the Holy Quran from a Modern and Critical Perspective," *International Journal of Linguistics* 6, no. 4 (15 Agustus 2014): 116, <https://doi.org/10.5296/ijl.v6i4.6146>.

² M. Husni Arsyad, "Metode-Metode Pembelajaran Bahasa Arab Berdasarkan Pendekatan Komunikatif Untuk Meningkatkan Kecakapan Berbahasa," *Shaut al Arabiyyah* 7, no. 1 (27 Juni 2019): 13, <https://doi.org/10.24252/saa.v1i1.8269>.

not the most decisive factor in that success, but is only one factor among a number of factors.³

This research is about the problems that occur in the environment of the Islamic boarding school and how to overcome the problems that arise in learning there, because the Arabic language in Islamic boarding schools is not only a subject offered in the classroom, but the Arabic language is used as an everyday language. The acquisition and learning of Arabic cannot be separated from the language environment, because the language environment is an important factor for language learners to master the target language. The language environment is everything that is heard and seen by the learner, in connection with the second language / B2 being studied. The quality of the language environment is very important for the success of learners in learning the target language.

One of the characteristics of language, including Arabic, is that language is growing and not stagnant, both at the personal and social levels.⁴ Language can develop along with increasing age and experience of the user. Meanwhile, socially, language can develop through interaction and communication between language users. Thus, the actual language is a symbol of the wearer.⁵ That is, it lives when the wearer lives and dies when the wearer dies. It will progress and develop, if the wearer advances and develops. On the other hand, language becomes weak and backward if the user does the same.⁶

The language problem is one of the problems that students in Indonesia face in learning Arabic. Linguistic problems are basically obstacles that occur in the teaching of foreign languages due to differences in the characteristics of foreign linguistics itself compared to the mother tongue.⁷ One of the linguistic problems is the aspect of its grammatical structure (grammar), as well as the Arabic language, which has a different grammatical structure from other languages, especially Indonesian, among which is the pattern of sentence formation.⁸ The difference between Arabic and Indonesian certainly creates problems for those who study it. On the other hand, the more similarities between Indonesian and Arabic, the easier it is for students to learn the foreign language.⁹

³ Ruty J Kapoh, "BEBERAPA FAKTOR YANG BERPENGARUH DALAM PEROLEHAN BAHASA" 4 (2010): 9.

⁴ Sarali Gintzburg, "Arabic Language in Zanzibar: Past, Present, and Future," *Journal of World Languages* 5, no. 2 (4 Mei 2018): 81-100, <https://doi.org/10.1080/21698252.2019.1570663>.

⁵ Yaris Eka Rachman, "Faktor-Faktor Penghambat Dalam Memahami Bahasa Arab," *EL-IBTIKAR: Jurnal Pendidikan Bahasa Arab* 10, no. 1 (16 Juni 2021): 39, <https://doi.org/10.24235/ibtikar.v10i1.7725>.

⁶ Miftachul Taubah, "Menciptakan Bi'ah 'Arabiyah di Lingkungan Universitas yang Multikultural," t.t., 10.

⁷ Napis Dj, "Linguistik dengan I'rab Al-Qur'an dan Posisi Bahasa Arab dalam Memahami Al-Qur'an," t.t., 17.

⁸ Moh Aman, "BAHASA ARAB DAN BAHASA AL-QUR'AN," *Jurnal Kajian Islam dan Pendidikan Tadarus Tarbawy* 3, no. 1 (30 Maret 2021), <https://doi.org/10.31000/jkip.v3i1.4256>.

⁹ Rachman, "Faktor-Faktor Penghambat Dalam Memahami Bahasa Arab."

Because of the very disparate differences, it is difficult for students in Indonesia to learn the Arabic language itself.

In second language education, the major paradigm shift over the past forty years has flowed from positivity to a post-positivist shift and involved moving away from principles of behavioral psychology and structural linguistics toward cognitive psychology, and later, cognitive social psychology and more.¹⁰ Contextual and meaning-based perspectives of language. The main components of this transformation relate to the following steps:

Focus more attention on the role of learners rather than the external stimuli that learners receive from their environment. Thus, the center of attention shifted from the teacher to the student. This shift is generally known as the transition from teacher-centered to learner-centered or learning-centered teaching. Focus more attention on the learning process rather than the products that learners produce. This shift is known as the transition from product-oriented to process-oriented instruction. Focus more attention on the social nature of learning rather than the students as separate and disconnected individuals. Focus more attention on diversity among learners and view these differences not as obstacles to learning but as resources that must be recognized, cared for, and appreciated. This shift is known as the study of individual differences. Focus more on the views of those who belong in the classroom rather than just evaluating the opinions of those who come from outside to study the classroom, assess what is going on there and engage in theorizing about it. This shift has led to innovations such as qualitative research – with its valorization of self and emotion, the opinions of participants from within, and the uniqueness of each context.

Along with this focus on context came the idea of linking the school to the outside world as a means of promoting inclusive learning. Helping students understand the purpose of learning and develop their own purposes. A whole-to-part approach rather than a part-to-whole approach. This includes approaches such as starting with complete, meaningful texts and then helping students to understand the various features that enable texts to function, for example, word choice and text organizational structure. Emphasize the importance of meaning rather than drills and other forms of rote learning. View learning as a lifelong process and not something that is done to prepare for an exam.¹¹

¹⁰ Fathi Hidayah, "Kearbitreran Bahasa Arab dan Urgensi Mempelajarinya dalam Pandangan Linguis Arab Klasik," *Studi Arab* 10, no. 2 (30 Desember 2019): 101-1016, <https://doi.org/10.35891/sa.v10i2.1855>.

¹¹ Taufik Bin Ismail, Muhammad Sabri Bin Sahrir, dan Aliff Fahmi Bin Abdullah, "ISTIRATIJIYAT AL-TA'ALUM AL-MUBASYIR LADA AL-THALABAH AL-MUTAKHASHISHIN FI AL-LUGHAH AL-'ARABIYAH BI ISTIKHDAM BARNAMAJ ATLAS.ti," *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 3, no. 2 (28 Desember 2016): 267-81, <https://doi.org/10.15408/a.v3i2.3333>.

researchers did to get important results. Then to obtain the results of observing the teacher's behavior in the embodiment of the use of the Arabic language in the school environment, the researchers made observations in the teacher's room, the mosque and the canteen.

The interviews were directed at students, language class teachers, language class leaders, and language class members to obtain information about language class implementation and Arabic language learning problems in language classes and the school environment. This interview was conducted by researchers for teachers and students in order to obtain complete information. The questions asked to the teacher were about the efforts the teacher made to activate students in the Arabic language in the school environment, about the methods teachers use to provide learning and motivation, the media used to facilitate students' assimilation of lessons and the facilities provided to support the learning process. Asking students questions, what are the problems they face in developing the language environment in schools, and what are the solutions provided by teachers and the school to overcome the problems they face.

The documentation method will be implemented by the researcher to obtain the data related to the documents, and the documents used by the researcher in this study were the language grades of students in the school, then record the number of violations of the use of local languages that were recorded in the documentation of the Language Leadership Department. These data can support researchers to find satisfactory results in this study.¹⁶

And data analysis in this research by data reduction means reducing the data obtained by the researcher from the results of observations, interviews and documentation, then the researcher filters and chooses which of them supports this research.¹⁷ Not all obtained data are used for processing, only the most specific data will be processed to obtain significant results. This is done to facilitate the researcher in analyzing the data. After the data has been refined, the next step is to display the data. The most commonly used data presentation in qualitative research is narrative text. Similarly, in this study, the obtained data were presented and processed qualitatively. Described using words. The last step in data analysis techniques is to verify the data or draw conclusions. The preliminary conclusions put forward are still tentative, and will change if strong supporting evidence is not provided.

¹⁶ "Qualitative Research: A Guide to Design and Implementation, 4th Edition | Wiley," diakses 26 April 2022, <https://www.wiley.com/en-us/Qualitative+Research%3A+A+Guide+to+Design+and+Implementation%2C+4th+Edition-p9781119003618>.

¹⁷ Amirotn Sholikhah, "STATISTIK DESKRIPTIF DALAM PENELITIAN KUALITATIF," *KOMUNIKA: Jurnal Dakwah dan Komunikasi* 10, no. 2 (1 Januari 1970): 342-62, <https://doi.org/10.24090/komunika.v10i2.953>.

RESULT AND DISCUSSION

The various problems of learning Arabic at the Al-Ghifari Institute Lampung Oriental, must be viewed from two sides, in terms of process and results. In terms of process, it means that the success of learning Arabic lies in the learning process that students get as a result of the learning process that the students perform. Learning Arabic at the Al-Ghifari Islamic Boarding School in Lampung East faces very complex problems. And it turned out that the problems led to the interest and readiness of students at Al-Ghifari Islamic Boarding School in Eastern Lampung to learn Arabic from the practical side:

Observation data, from the results of the observations that researchers make during the learning process, many students seem to be confused in class, then play and chat with friends. All this happened because they are bored and do not resemble the Arabic lessons because they are difficult. Then teachers are less in the use of media and methods. Students are bored because the teacher uses the lecture style and does not use interesting media. The lack of facilities provided by the school, such as a projector to support learning, was seen in the classroom.

In terms of educational outcomes, the teaching and learning process is one step in the context of achieving learning outcomes. Learning outcomes can increase if the students' learning goes well, but on the contrary learning outcomes will be lower if the students' learning is not done well. Although in an educational activity, the main element that has to be taken into account by teachers is process, however, the process considered to be performing well will be measured by the numbers (academic achievements) that students have after the learning has finished. Apart from this, educators will evaluate the process that was done while they were in class.¹⁸

From this observation data, it was found that the reason students paid less attention to and liked Arabic was because of their previous school background. Environmental background that does not support progress in educational attainment. In such situations, a strong will (motivation) is needed for each student. For this reason, schools should provide as much facilities and opportunities as possible to develop their language potential.¹⁹ As we know that Arabic is a foreign language in Indonesia, it is clear that the social and cultural backgrounds are quite different, and this is clearly one of the problems that arise in learning. The acquisition and learning of Arabic cannot be separated from the linguistic environment, because the language environment is an important factor for language learners to master the target language. The language environment is all that the learner hears and sees, in relation to the second language/B2 being

¹⁸ "Paradigm Shift: Understanding and Implementing Change in Second Language Education," diakses 26 April 2022, <http://www.tesl-ej.org/wordpress/issues/volume5/ej17/ej17a1/>.

¹⁹ Ahmad Rosidi, "MOTIVASI SANTRI DALAM MENGHAFAL AL-QUR'AN," t.t., 35.

studied. The quality of the language environment is very important to the success of learners in learning the target language.²⁰ Therefore, the language environment greatly influences how students are accustomed to using the target language in their daily lives. All stakeholders in the language environment should support and participate in the development and advancement of the language environment, not only the students who are required to speak the language but all groups in the language environment.²¹

Interview data, the Arabic teacher explained that there are obstacles or problems that must exist, they are diverse and if there are still some students sleeping in class (20%), there are some students whose Arabic reading skills are still lacking, because many of them are learning English Just. Indeed, in the process of teaching Arabic, I still cannot balance the cognitive, instrumental and psychomotor shutters. Because I still find it difficult to balance the three worlds, when teaching, I often prioritize being a shudder. We lack school facilities and maximum support in learning Arabic. This can be seen, for example, the lack of support from parents, and people who are less interested in children's education, so that learning at school seems to have less impact on children's lives, as well as a lack of interest and seriousness in learning Arabic. vocabulary which is the main capital in learning Arabic. Thus the results of interviews conducted by researchers with Arabic teachers, and from these results will be described the problems that arise in the learning process.

And the results of other interviews with many students who find it difficult to learn Arabic, the results of the interviews are as follows: Arabic lessons are considered less desirable and considered complicated because of the lack of mastery and ability of students in mastering the basic concepts of Arabic. Based on the results of interviews with students: (1) 65% of students do not like Arabic lessons because Arabic lessons are difficult and complex and many are memorized as well. (2) Students' lack of interest is someone's curiosity is interested in something without being told by anyone. Attention has a great influence on learning, because if the lesson is not in accordance with the interests of students, then students will not learn as much as possible. Several methods were used by researchers to obtain information, including interviews and observations, during the learning process, and it was found that almost 25 percent of students were less interested and involved in learning.

²⁰ Fitriatun Hidayah, "Pengaruh Lingkungan Berbahasa Terhadap Keterampilan Berbicara Bahasa Arab Bagi Siswa Kelas X Ma Pondok Pesantren Uswatun Hasanah Cempaka Putih Desa Aik Darek Kecamatan Batukliang," T.T., 15.

²¹ Ijah Kurniawati, "Manajemen Pesantren Untuk Meningkatkan Keterampilan Berbicara Bahasa Arab Di Pondok Pesantren Diniyyah Pasia Kabupaten Agam," T.T., 7.

Learning is only centered on the teacher and students are not involved in learning by making students silent and accepting what the teacher explains because students do not ask or respond actively during the learning process. When the teacher asked students to ask questions about material they did not understand, none of the students raised their hands to ask questions. 3) Lack of student focus Instructional focus is one of the psychological aspects that is often difficult for people other than the individual who learns to know. This is because what a person sees through activity is not always in line with what he thinks. This is in line with the researcher's observations in class, when the teacher is explaining a material that some students pay less attention to, such as daydreaming, sleepiness, and chatting with friends. In addition to students who pay attention seriously, when the teacher gives questions or exercises to students, these students cannot answer because what the teacher explains is not related to their brains. This is sometimes seen as caring but what is thought is different from what is seen.

The students lack the desire to learn the Arabic language, due to the lack of support from those closest to them, and the lack of mastery of Arabic vocabulary. To overcome this, teachers must explain the purpose or benefits of learning Arabic. As explained by Bley Vorman, these general characteristics of foreign language learning tend to lead to conclusions that children's language acquisition system for a particular domain has ceased to function. The system is believed to exist. Let us initially assume that the same system of language acquisition that guides children is not available to adults. Assuming that the acquisition system no longer operates easily predicts failure. However, although few, if any, adults are fully successful, and many fail miserably, there are many who achieve very high levels of professionalism, given enough time, contribution, effort, given the right attitude, and motivation and learning environment.²² The problem of foreign language acquisition, is to explain the high level of proficiency that is clearly feasible in some cases, while at the same time allowing for the wide variety observed. Language remains a highly complex abstract formal system - which, moreover, is not defined by experimental data.²³

On the face of it, the argument that language acquisition faculty does not exist effectively in adults can be understood to suggest that adult learners should abandon any hope of any degree of success. This would be the correct conclusion were it not for the fact that the adult possesses other knowledge and faculties that are absent in the infant. This may, in part, take on some of the explanatory burden

²² Jean-Patrick Guillaume, "Les discussions des grammairiens arabes à propos du sens des marques d'I`rab," *Histoire Épistémologie Langage* 20, no. 2 (1998): 43-62, <https://doi.org/10.3406/hel.1998.2711>.

²³ Nurul Hidayatul Amalina dan Muhammad Nashirudin, "ANALISIS PROSES PEMBELAJARAN BAHASA ARAB PADA TINGKAT TSANAWIYAH DI PONDOK PESANTREN TA`MIRUL ISLAM," *Jurnal Tatsqif* 15, no. 2 (17 Desember 2017): 173-90, <https://doi.org/10.20414/jtq.v15i2.7>.

normally assumed by the language acquisition system. He explained that to support learning the Arabic language, it was necessary to provide support and motivation to language learners to increase their self-confidence.²⁴

Table 1. Education result data for students

جودة	%	عدد الطلبة	نتيجة	نمرة
جيد جدا	17%	٧	71-72	1
جيد	21%	٩	68-70	2
كافي	19%	٨	65-67	3
نقيص	24%	١٠	62-64	4
نقيص جدا	19%	8	<61	5
	100%	42	عدد	

Source: Documentation of the Al-Ghifari Institute of Eastern Lampung

From the table, data is obtained that get a result of 71-72 up to 7 students or 17%, 68-70 up to 9 students 21%, 65-67 up to 8 students 19%, 62-64 up to 10 students 24%, <61 Up to 8 students 19%. So it can be understood that there are 28 students who do not reach the 62% completion criteria (KKM). There are still 28 students who have not achieved a score of 70 as the standard of completeness. The language environment built in the school environment has not been able to help students to improve students' Arabic learning achievement in the classroom. while 28% of students or 16 students have reached the specified completeness value. from this data it can be concluded that the applied language environment has not had a positive effect on students. This happens because the language environment tends to focus on speaking skills, while in the classroom students learn Arabic lessons with various materials such as nahwu, shorof, muthola'ah, muhadatsah, mufrodat, and others. especially lessons on Arabic rules such as nahwu and shorof are more difficult than others.

Then after discovering the problems that appear in the linguistic environment of the Al-Ghifari Islamic Boarding School, Lampung East, the next step that must be found is a solution to overcome them all. 1). The school is trying to improve the skills of teachers by involving them in educational trainings from the government. All this needs to be done so that teachers are more efficient in teaching students to create a good language environment. When teachers are

²⁴"The-Logical-Problem-Of-Foreign-Language-Learning.Pdf," Diakses 26 April 2022, https://www.researchgate.net/profile/Robert-BleyVroman/publication/240412239_The_Logical_Problem_Of_Foreign_Language_Learning/links/55671a8008aecd777378100/The-Logical-Problem-Of-Foreign-Language-Learning.Pdf.

given facilities by the school to attend seminars or language training, they will be more confident to provide examples of the language in the boarding school environment. 2). Provide understanding and motivation to students about the importance of learning as aid in the future. Motivation is very important in all areas, we need motivation to increase enthusiasm, not least in learning Arabic as a foreign language. With frequent motivation, it is hoped that students will be more excited about using Arabic in their daily lives. Of the existing problems in enabling the linguistic environment and the solutions offered, it is hoped that it will become the Al-Ghifari Islamic Boarding School where the Arabic language is increasingly developed using the solutions described.

To overcome the problems that occur in the formation of the language environment in schools, one way that teachers, students and parents can do is to create self-confidence in students, so that they are familiar with Arabic, from pronouncing vocabulary to speaking Arabic. Students lack self-confidence, especially in learning Arabic, because people learn foreign languages (Arabic), and the main capital to have is self-confidence.²⁵ In addition, every student is also very important to instill the courage to always communicate in Arabic. Without it, students will find it difficult to develop. To inculcate this courage, teachers must need to trust that students in learning Arabic must not feel ashamed and afraid of being wrong. Because without the courage to make mistakes, students' Arabic skills will not develop. In a number of researches conducted by different researchers, a positive and negative relationship was found between self-confidence and foreign language learning.

Rubio explains this situation by claiming that the concept of self-confidence is morally difficult to understand or can be understood differently. Rubio states that self-confidence has psychological and social aspects. Low self-confidence may have a negative impact on foreign language learning along with many other possible topics. According to Rubio low self-confidence may lead to certain psychological conditions such as feelings of insecurity, fear, anxiety and antisocial behaviors. This may be the case in foreign language learning as well. At least, because of low self-confidence, the student will not be able to start well in foreign language learning, because low self-confidence affects students' learning motivation. An individual who lacks self-confidence will likely have a negative bias towards the course and the semester. The student will have persistent negative feelings such as fear of failure and inadequacy, fear of humiliation, anxiety about the teacher and the course during class, and refraining from speaking and participating in class activities. Low self-confidence can lead to anxiety about the foreign language.

²⁵ Akram Al-Basheer, Mamdouh Ashraah, dan Rana Alsmadi, "Arabic Language Teachers and Islamic Education Teachers' Awareness of Authentic Assessment in Jordan," *Teacher Development* 19, no. 4 (2 Oktober 2015): 483–95, <https://doi.org/10.1080/13664530.2015.1064824>.

Foreign language learning abilities cannot be revealed to students who lack self-confidence. Such students cannot mix properly and refrain from speaking in class. According to Rubio, there is a relationship between foreign language learning and classroom atmosphere. Foreign language classes should enhance self-confidence.²⁶ Therefore, creating an environment in which every student feels self-confident can be considered important. Classroom environments in which students can answer questions without hesitation to express themselves without any fear or anxiety of making a mistake or humiliation by their teacher even if they make a mistake will boost their self-confidence. Therefore, teachers' behavior, reactions, questions they ask students, and language teaching activities in which they are required to participate are directly related to their self-confidence. Rubio explained that it is very important to have confidence in learning a second language, it is useful to strengthen students' ability to practice the language acquired orally both in and outside the classroom.

CONCLUSION

The researcher notes that the problems that arise in the structure of the linguistic environment at Al-Ghifari Islamic Boarding School can be solved using the solutions that the researcher has explained in the discussion of the results. The problems faced by students as a whole can be overcome by improving teachers' competence first, so the results of this study indicate that teachers are given the facilities to participate in language training that is borne by the school. All of these can be the best steps in building a good language environment. Because the teacher is the best example in the school environment, students will imitate and follow what the teacher stands for. It is hoped that other researchers will continue the findings of this study by examining the importance of language training for teachers in Islamic schools or boarding schools.

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²⁶ TUN Ccedil EL Hayrettin, "The Relationship between Self-Confidence and Learning Turkish as a Foreign Language," *Educational Research and Reviews* 10, no. 18 (23 September 2015): 2575–89, <https://doi.org/10.5897/ERR2015.2445>.

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