International Journal of Arabic Language Teaching
P-ISSN: 2684-690X E-ISSN: 2686-214X
https://e-journal.metrouniv.ac.id/index.php/IJALT

Analysis of Teacher Self-Efficacy on Increasing Student's Learning Motivation in Arabic Speaking Skill

Cecep Sobar Rohmat[1]*, Qurrotul A'yun[2], Ahmad Hidayatullah Zarkasyi[3], Sayyidah Aisyah Zahirah[4]
[1,2,4]Universitas Darussalam Gontor Ponorogo, Indonesia
[3]Al-Azhar University Cairo, Egypt

Article History:
Received : 21 March 2025
Revised : 28 June 2025
Published : 29 June 2025

Keywords:
Self-efficacy; Arabic Speaking Skill; Pragmatic Studies.

***Correspondence Address:**
cecep.rochmat@unida.gontor.ac.id

©authors 2025
This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

DOI: 10.32332/ijalt.v7i01.9351

Abstract **:** Arabic has four skills necessary mandatory mastered by students, and Arabic speaking skill becomes the most prominent skill. In learning Arabic speaking skills, students need motivation from the teacher to master this skill. However, not all teacher has the ability to instill the motivation to learn. That's what makes the students feel the difficulty in learning Arabic speaking skills. One of the teacher's abilities to finish the problem is high self-efficacy. Therefore, this research is intended in teacher self-efficacy and pragmatic to help the problems of learning Arabic skills. To see if teacher self-efficacy can play a role in learning Arabic speaking skills, this research was presented using descriptive qualitative methods. The data is collected by field survey on teacher self-efficacy during the learning process and listening method by listening to the teacher's speaking during the learning process to obtain oral data. Based on research results, the majority of teachers struggle to improve their self-efficacy in terms of motivating students to learn Arabic speaking skills. Pragmatic studies can assess teacher's words in motivating the students, because that's what can influence student's interest in learning Arabic speaking skill. The teacher improves their self-efficacy, not only through motivating students but also by improving their ability to organize the class while teaching.

INTRODUCTION

In the world of Education, learning Arabic is not something that is considered foreign.[1] Arabic in Indonesia is one of the foreign languages studied in formal and non-formal educational institutions, starting from elementary school to the university level.[2] Interestingly, Arabic language skills are divided into four parts, there are listening skills, speaking skills, reading skills, and writing skills.[3]

[1] Siti Hulfah et al., "Meningkatkan Penguasaan Kosakata Bahasa Arab Melalui Program Lebar (Les Bahasa Arab) Pada Anak Di Desa Sumbersari, Kiarapedes, Purwakarta," *Jurnal Pengabdian Masyarakat Bangsa* 1, no. 7 (September 9, 2023): 1038–43, https://doi.org/10.59837/jpmba.v1i7.300.

[2] Hanifal Fauzy Ah, Zainal Abidin Arief, and Muhyani Muhyani, "Strategi Motivasi Belajar dan Minat Belajar dengan Hasil Belajar Bahasa Arab," *Tawazun: Jurnal Pendidikan Islam* 12, no. 1 (June 29, 2019): 112, https://doi.org/10.32832/tawazun.v12i1.1843.

[3] Hikami Rafsanjani, Muh. Haris Zubaidillah, and M. Ahim Sulthan Nuruddaroini, "Problematika Mahasiswa dalam Manajemen Skill Berbahasa Arab pada Perguruan Tinggi di Kalimantan," *Jurnal Basicedu* 6, no. 3 (May 1, 2022): 5166–80, https://doi.org/10.31004/basicedu.v6i3.3072.

In achieving these four skills, it takes the role of the teacher as the most important factor in learning.[4]

Therefore, the quality of a teacher very determines the success of learning to achieve educational goals.[5] In fulfilling his obligations as a teacher, self-efficacy is considered very important as the first stage of becoming a teacher.[6] Self-efficacy according to Bandura is a a person's confidence in his ability to organize an action to face a situation.[7] Somebody in does something needs ability from himself in the form of encouragement for something he can do by his aim. Bandura said that efficacy self as system that became the basis of change behavior.[8] Teacher with high self-efficacy expected can handle and solve problem learning in a way effective.[9]

The communication between teacher and student in the learning process has a positive impact on the learning environment in the class.[10] A teacher must have good communication and be able to motivate students to learn.[11] Because motivation is one of the factors that influence the results learned.[12] However not all teacher has the ability to instill the motivation to learn. The problem in the learning process is no communication between teacher and student which can lack motivation from the teacher to the student.[13]

---

[4] Cahya Edi Setyawan, "Kompetensi Pedagogik Guru Bahasa Arab Dalam Merancang dan Melaksanakan Ealuasi Pembelajaran di Madrasah Aliyah Negeri (MAN) Yogyakarta," *At-Ta'dib* 12, no. 1 (June 30, 2017): 143, https://doi.org/10.21111/at-tadib.v12i1.865.

[5] Anggun Gunawan and Irsyad Khoerul Imam, "Guru Profesional: Makna dan Karakteristik," *Cendekia Inovatif Dan Berbudaya* 1, no. 2 (October 18, 2023): 181–85, https://doi.org/10.59996/cendib.v1i2.256.

[6] Cindy Perdana, Liftiah Liftiah, and Yuli Kurniawati Sugiyo Pranoto, "Efikasi Diri Guru TK Inklusi Ditinjau dari Faktor Pendidikan Terakhir, Lama Mengajar, dan Usia," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 7, no. 6 (December 25, 2023): 7171–80, https://doi.org/10.31004/obsesi.v7i6.5621.

[7] Aditya Wiranata Sa'pang and Rijanto Purbojo, "Efikasi diri guru, pemahaman tentang karakter siswa, dan pemahaman tentang keterampilan Abad ke-21 sebagai prediktor gaya mengajar tipe fasilitator," *Jurnal Psikologi Ulayat* 7, no. 2 (June 16, 2020): 192–211, https://doi.org/10.24854/jpu108.

[8] Rahmawati Yuliyani, Shinta Dwi Handayani, and Somawati Somawati, "Peran Efikasi Diri (Self-Efficacy) dan Kemampuan Berpikir Positif terhadap Kemampuan Pemecahan Masalah Matematika," *Formatif: Jurnal Ilmiah Pendidikan MIPA* 7, no. 2 (August 7, 2017), https://doi.org/10.30998/formatif.v7i2.2228.

[9] Muhammad Rohmadi and Memet Sudaryanto, "Teachers' self-efficacy in dealing with students' online learning difficulties: A study of psychopragmatics in Indonesian language learning," *Bahasa dan Seni: Jurnal Bahasa, Sastra, Seni, dan Pengajarannya* 51, no. 1 (February 28, 2023): 13, https://doi.org/10.17977/um015v51i12023p13.

[10] Indah Ika Ratnawati, "Kajian Pragmatik Percakapan Guru dan Siswa dalam Pembelajaran Bahasa Indonesia Di SMA Advent Balikpapan," *STILISTIKA: Jurnal Bahasa, Sastra, dan Pengajarannya* 3, no. 1 (April 1, 2018), https://doi.org/10.33654/sti.v3i1.499.

[11] Atik Bariyah, Miftahul Jannah, and Hikmatu Ruwaida, "Peran Guru dalam Meningkatkan Motivasi Belajar Siswa Sekolah Dasar," *Jurnal Basicedu* 7, no. 1 (February 5, 2023): 572–82, https://doi.org/10.31004/basicedu.v7i1.4604.

[12] Silvia Cahyadi, "Peran Efikasi Diri dalam Motivasi Belajar Bahasa Mandarin Mahasiswa Program Studi Bahasa Mandarin Universitas Kristen Petra," *Century: Journal of Chinese Language, Literature and Culture* 10, no. 2 (August 11, 2022): 38–51, https://doi.org/10.9744/century.10.2.38-51.

[13] Wulan Vitasari, "Komunikasi Guru dengan Siswa Membangun Motivasi Belajar Siswa," January 19, 2021, https://doi.org/10.31219/osf.io/gft3z.

The first goal in learning Arabic speaking skill is for the students are be able to express ideas and experiences fluently.[14] The factor that influences Arabic speaking skills is habituation, but much of the problem in learning Arabic speaking skills is building a habituation to speaking in Arabic.[15] Come from the other side from the student, that they has a doctrine about feeling difficult and bored in learning Arabic speaking skill.[16] Because of that learning Arabic speaking skills, needs good motivation to build the interest of students themselves.

Research conducted by Yuliani shows that self-efficacy influences student's skill in solving problems in mathematic learning.[17] Meanwhile, stated that teacher self-efficacy influences teacher citizenship behavior by Ulfiani Rahman job satisfaction as a mediation.[18] Another research discussed by Monika and Adman writes that the result of study can increase by improving self-efficacy and motivation for studying.[19]

The presence of this research complements the two previous studies. The novelty aspect of this research is to analyze the teacher's ability to motivate students in learning Arabic skills, as a form of good self-efficacy which was reviewed by pragmatic studies. The purpose of this research is to review and describe teachers' speaking in motivating the students as an example of teacher self-efficacy which influences the results of studies. From this research, with self-efficacy it is likely that teachers will more easily motivate the students until there is significant influence in student's Arabic speaking skill.

METHOD

This research uses a descriptive qualitative approach. The data is collected by a field survey on teacher self-efficacy during the learning process, then a listening method by listening to teachers speaking during the learning process to obtain oral data.[20] The subject of this research is the Arabic teacher in the material

[14] Nadia Ulhaq and Lahmuddin Lubis, "Penyusunan Materi Ajar dalam Rangka Meningkatkan Keterampilan Berbicara Bahasa Arab pada Siswa," *Journal of Education Research* 4, no. 3 (August 8, 2023): 1202–11, https://doi.org/10.37985/jer.v4i3.361.

[15] Nafisa Inka Martina and Imam Fauji, "Pengaruh Lingkungan Berbahasa terhadap Keterampilan Berbicara Bahasa Arab Santri Kelas X PPDU Putri," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 7, no. 4 (April 1, 2024): 3741–46, https://doi.org/10.54371/jiip.v7i4.4077.

[16] Umi Nurlaili Asni Furoidah, "Pendampingan Pembuatan Media Flashcard dalam Penguasaan Mufrodat Bahasa Arab Santri Bani Zawawi Kencong Jember," July 21, 2023, https://doi.org/10.5281/ZENODO.8170647.

[17] Yuliyani, Handayani, and Somawati, "Peran Efikasi Diri (Self-Efficacy) dan Kemampuan Berpikir Positif terhadap Kemampuan Pemecahan Masalah Matematika."

[18] Universitas Islam Negeri Alauddin Makassar and Ulfiani Rahman, "Efikasi Diri, Kepuasan Kerja, dan Organizational Citizenship Behavior pada Guru MAN di Sulawesi," *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan* 16, no. 1 (June 27, 2013): 1–15, https://doi.org/10.24252/lp.2013v16n1a1.

[19] Monika Monika and Adman Adman, "Peran Efikasi Diri dan Motivasi Belajar dalam Meningkatkan Hasil Belajar Siswa Sekolah Menengah Kejuruan," *Jurnal Pendidikan Manajemen Perkantoran* 2, no. 2 (August 31, 2017): 109, https://doi.org/10.17509/jpm.v2i2.8111.

[20] Ratnawati, "Kajian Pragmatik Percakapan Guru dan Siswa dalam Pembelajaran Bahasa Indonesia Di SMA Advent Balikpapan."

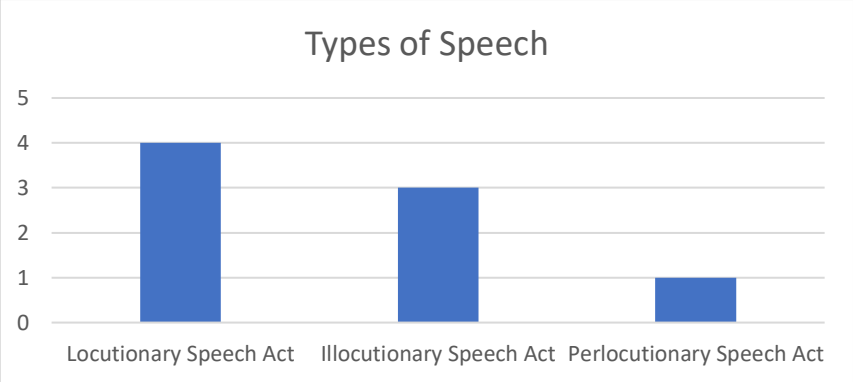
Tamrin Lughoh for class one at Modern Islamic Boarding School Darussalam Gontor for Girls Campus 2. As many as six teachers become participants in field surveys and method listening.

The researcher applied the ten steps for conceiving and conducting qualitative method designed by Ronald Chenail: 1) make the interesting topic, 2) make the reasons why this topic is worth discussing, 3) strengthen the focus of the topic, 4) determine the initial research hypothesis, 5) determine the goals and objectives of the research, 6) conduct a literature review, 7) develop the research design, 8) create a viewpoint of the research topic by noting a plan for managing the perspective during research, 9) make a planning, conducting and managing of the study, 10) composing and writing the report of the research.[21]

The data obtained is an interview transcript and notes on field survey results. The data collection instrument was carried out three times, first is questionnaire to measure the teacher self-efficacy, second is questionnaire to know the student's Arabic speaking skill and table to writing teacher's speaking during teaching. The data analysis technique which used is according to Miles and Huberman is by data reduction, presentation of data, and drawing the conclusion.[22]

RESULT AND DISCUSSION

Based on the results of field surveys and listening methods, researchers obtained related data on teacher's speaking with the meaning of the sentence. After being reviewed by pragmatic studies, the teacher's speaking can be identified type of speech action. Types of speech action in pragmatic studies consist of illocutionary speech act, illocutionary speech action, and perlocutionary speech act. This can be illustrated with the following diagram:



Picture 1. Field Survey Results and Listening Method to Teacher's Speech

[21] Ronald Chenail, "Ten Steps for Conceptualizing and Conducting Qualitative Research Studies in a Pragmatically Curious Manner," *The Qualitative Report*, December 8, 2014, https://doi.org/10.46743/2160-3715/2011.1324.

[22] Dafa Febra Laela and Danang Dwi Basuki, "Implementasi Metode Imla' dalam Pembelajaran Bahasa Arab Menyambung Huruf di Sekolah Dasar Islam Bekasi," *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 8, no. 1 (January 23, 2024): 90, https://doi.org/10.35931/am.v8i1.3138.

The following is data obtained from the speech of an Arabic teacher in learning Arabic speaking skills in *Tamrin Lughoh's* lesson:

Locutionary Speech Act

Locutionary speech acts are language acts carried out by speakers that are related to saying something or are often called "the act of saying something".[23]a Like the data table below:

Table 1. Locutionary Speech Act

No	Subject	Speech	The Meaning of The Speech	Types of Speech Action in Pragmatic Studies	Form of Self-Efficacy
1	Teacher	"*Arabic is one of the most important foreign languages to study. How could it not be, Arabic is the language used by Allah to convey His revelations to the Messenger and is written in the Qur'an as a guide for Muslims.*"	These words state that a teacher conveys the importance of Arabic in the world of education, so it is important to learn.	Locutionary Speech Act	These words motivate the student to learn Arabic speaking skills with understand the importance of Arabic
2	Teacher	"*Arabic has four special skills that must be mastered. Namely, listening skill, speaking skill, reading skill and writing skill*	The teacher continues with a statement about four specific skills in learning Arabic.	Locutionary Speech Act	These words motivate the student to learn Arabic speaking skills by reaching the four skills in Arabic
3	Teacher	*One way that makes us successful in speaking Arabic is by habituation, eliminating embarrassment, and eliminating the fear of making mistakes.*	The teachers speak about tips to succeed in learning Arabic speaking skills	Locutionary Speech Act	These words motivate the student to learn Arabic speaking skills so as not to be embarrassed and not afraid of making mistakes in speaking Arabic
4	Teacher	*OK, today's material is conversation with the theme 'in the canteen'. Conversation is one way to master and get used to speaking Arabic*	The teacher explains to students that one method of studying Arabic speaking skills is conversation activities.	Locutionary Speech Act	These words motivate the student to learn Arabic speaking skills to have the habit of speaking Arabic

The data table is the result of a field survey regarding forms of teacher self-efficacy which are specific to how to motivate students to learn. The data table also shows the results of the listening method by listening to the teacher's speaking

[23] Ida Bagus Gede Dharma Putra and I Putu Ari Putra Maulana, "Tindak Tutur dalam Wacana Komik Petualangan Nobita di Luar Angkasa," *Metahumaniora* 14, no. 1 (April 17, 2024): 61, https://doi.org/10.24198/metahumaniora.v14i1.50708.

during the learning process. In pragmatic studies, the data table also presents the types of speech actions from the teacher's speaking during the learning process.

From that teacher's speaking, it can be known that the speech does not make the listener do anything. Locutionary speech act does not affect the listener.[24] The first sentence, the teacher's speaking only information about the importance of Arabic. Even so, this statement is a motivation for students to be motivated to learn a language that has an important urgency for them in the future.

The second sentence from the teacher also does not make students do anything, other than that they will understand the achievements that must be taken in learning Arabic. This statement can motivate students that they will master these four skills if they persist in learning Arabic.

One of the problems of an institution in teaching Arabic speaking skills is the creation of a language environment. The language environment becomes a forum for students to train themselves to dare to speak Arabic.[25] Creating a language environment requires familiarization with all subjects in that environment, such as teachers and students. As reported by Bella that studying Arabic speaking skill does not only require theory, but continuous practice so that students get used to it and are motivated to do it.[26] It means that the third sentence from the teacher doesn't influence the students.

The fourth teacher's speaking also does not influence students, but students understand that one method of studying Arabic speaking skills is conversation activities. In the conversation method, there is repetition of vocabulary and conversational sentences over and over again with the aim of students getting used to and being able to remember these Arabic sentences in everyday life.[27]

Illocutionary Speech Act

In the study of pragmatics, illocutionary speech acts are the most dominant to be discussed.[28] Supported with intent Nuramila regarding illocutionary speech acts, they are speech acts that have a specific purpose or are often called speech

[24] Ratnawati, "Kajian Pragmatik Percakapan Guru dan Siswa dalam Pembelajaran Bahasa Indonesia Di SMA Advent Balikpapan."

[25] Sayuthi Atman Said, "Pengelolaan Lingkungan Berbahasa Arab Dalam Meningkatkan Kemampuan Berbicara Siswa Madrasah Aliyah Insan Cendikia Halmahera Barat," January 20, 2023, https://doi.org/10.5281/ZENODO.7554152.

[26] Shira Bella, Bayu Andri Pratama, and Rasuludin Rasuludin, "Peningkatan Hasil Belajar Bahasa Arab di Era Pandemi melalui Metode Video Base Learning Siswa Kelas X IPS SMAIT Baitussalam Prambanan," *MA'ALIM: Jurnal Pendidikan Islam* 2, no. 01 (June 28, 2021), https://doi.org/10.21154/maalim.v2i01.3034.

[27] Beby Khairani, Dita Andini Harahap, and Rahma Aswani, "Strategi Pembelajaran Bahasa Arab di Madrasah Tsanawiyah Hifzhil Qur'an Medan," *Jurnal Sathar* 1, no. 2 (December 4, 2023): 46–55, https://doi.org/10.59548/js.v1i2.84.

[28] Rizki Dian Safitri, Mimi Mulyani, and Farikah, "Teori Tindak Tutur dalam Studi Pragmatik," *KABASTRA: Kajian Bahasa dan Sastra* 1, no. 1 (December 13, 2021): 59–67, https://doi.org/10.31002/kabastra.v1i1.7.

acts in order to do something.[29] In short, an illocutionary speech act is an utterance that is uttered simultaneously with the speaker's action.[30] Therefore, illocutionary speech acts can be used with imperative, interrogative, and declarative speech.[31] Like the example written in the data table below:

Table 2. Illocutionary Speech Act

No	Subject	Speech	The Meaning of The Speech	Types of Action in Pragmatic Studies	Form of Self-efficacy
1	Teacher	*OK, now you are looking for a partner to try to practice using Arabic conversation with the theme...*	This speech was conveyed by the teacher to ask his students to find a partner so they could carry out the Arabic conversation method.	Illocutionary Speech Act	These words motivate the student to learn Arabic speaking skills by giving them the time to practice Arabic conversation
2	Teacher	*OK, after having that conversation, have you started memorizing the text?*	This speech was conveyed by the teacher to answer the students about their memorizing achievement	Illocutionary Speech Act	These words motivate the student to learn Arabic speaking skills by getting students used to memorizing Arabic
3	Teacher	*You have done well*	This speech was conveyed by the teacher to provide an assessment of what the students have done.	Illocutionary Speech Act	These words motivate the student to learn Arabic speaking skills by encouraging them to continue to improve their abilities

The first speech was conveyed by the teacher to ask his students to find a partner so they could carry out the Arabic conversation method. This sentence is an example of an imperative sentence, namely a sentence that commands you to do something but sounds more polite.[32] This speech feels more polite by using the sentence "*... you are looking for ...*" compared to the sentence "*Look for it!*". This speech can encourage students' interest in daring to try speaking Arabic even if only with friends and it becomes easier with Arabic conversation texts. Even so, students have a place to practice their courage in speaking Arabic.

[29] Nuramila, "Kajian Pragmatik Tindak Tutur dalam Media Sosial," July 29, 2020, https://doi.org/10.31237/osf.io/zah35.

[30] Tutut Ayu Dwijayanti and Gigit Mujianto, "Tindak Tutur Ilokusi Peserta Didik dalam Pembelajaran Bahasa Indonesia pada SMPN 1 Pujon," *KREDO : Jurnal Ilmiah Bahasa dan Sastra* 5, no. 1 (October 14, 2021): 62–83, https://doi.org/10.24176/kredo.v5i1.6208.

[31] Akram Budiman Yusuf, Abdul Karim Mahmut, and Sri Devi S., "Telaah Tindak Tutur Ilokusi Guru dalam Interaksi Pembelajaran Bahasa Indonesia," *KREDO : Jurnal Ilmiah Bahasa dan Sastra* 4, no. 2 (April 14, 2021): 402–24, https://doi.org/10.24176/kredo.v4i2.5939.

[32] Badelah Badelah, Mahsun Mahsun, and Burhanuddin Burhanuddin, "Tindak Tutur Kesantunan Guru dan Siswa dalam Pembelajaran Bahasa Indonesia di SMP Negeri 2 Sakra: Tinjauan Pragmatik," *LINGUA : Jurnal Bahasa, Sastra, dan Pengajarannya* 16, no. 2 (August 9, 2019): 219–34, https://doi.org/10.30957/lingua.v16i2.604.

Different from the previous utterance, this second utterance is an interrogative sentence that functions to ask something or someone to the listener or reader.[33] From the student's answer, the teacher will know about the student's memorizing achievement. Conversation is one way for students to speak Arabic. This method was started with listening the example from the teacher, repeating sentences, imitating is heard, memorize accents and texts little by little so as to develop speaking skills.[34] These speeches can motivate the student to learn Arabic speaking skills by getting students used to memorize Arabic.

The meaning of the third sentence is the teacher intends to provide an assessment of what the students have done. This sentence is a declarative sentence to express a statement towards another person.[35] An assessment given by the teacher after students have carried out the learning process well is a motivation for students to continue to encourage themselves to improve their abilities.

Perlocutionary Speech Act

Perlocutionary speech acts are speech acts that are continuous with an action that influences the listener.[36] Supported by the statement that perlocution is a speech act that has an influence on the listener.[37] Perlocutionary speech acts such as commanding, requesting, prohibiting, and advising.[38] As exemplified by the data table below:

Table 3. Perlocutionary Speech Act

No	Subject	Speech	The Meaning of The Speech	Types of Action in Pragmatic Studies	Form of Self-efficacy
1	Teacher	*"Alhamdulillah, we have finished learning maharah kalam today. Continue to use Arabic in your daily life without fear of making mistakes. How much Arabic vocabulary you have, apply it in your conversations. Because courage in trying is the initial key to success."*	This speech was conveyed by the teacher to give advice to continue applying Arabic in daily conversations	Perlocutionary Speech Act	These words motivate the student to learn Arabic speaking skills by advising to speak in Arabic

[33] Assel M. Yessenbayeva et al., "Investigating the Communicative Functions of Interrogative Sentences in Dialogue Texts," *Media Watch* 11, no. 3 (September 19, 2020), https://doi.org/10.15655/mw/2020/v11i3/202934.

[34] Dede Rizal Munir Syahrul Anwar, "Peningkatan Keterampilan Berbicara Bahasa Arab Murid MDTA Irsyadul Ibad Melalui Pelatihan Muhadatsah," May 15, 2024, https://doi.org/10.5281/ZENODO.11194589.

[35] Ali Manshur and Luluk Ainun Nisa, "Analisis Sintaksis Kalimat Deklaratif dan Kalimat Interogatif dalam Film Incredible Love tahun 2021," *Jurnal PENEROKA* 2, no. 1 (January 22, 2022): 48–66, https://doi.org/10.30739/peneroka.v2i1.1365.

[36] Sari Amfusina, Ririn Rahayu, and Iba Harliyana, "Tindak Tutur Lokusi, Ilokusi, dan Perlokusi pada Guru Mata Pelajaran Bahasa Indonesia di SMA Negeri 1 NISAM," *Jurnal Metamorfosa* 8, no. 2 (July 30, 2020): 207–18, https://doi.org/10.46244/metamorfosa.v8i2.1114.

[37] Mujahid Taha, "Tindak Tutur Ilokusi Deklaratif, Asertif, Komisif, dan Direktif dalam Berita Acara Pemeriksaan (BAP) Polda Maluku Utara," *Madah: Jurnal Bahasa dan Sastra* 13, no. 1 (April 29, 2022), https://doi.org/10.31503/madah.v13i1.437.

[38] Mimin Mintarsih, Endang Wiyanti, and Heppy Atmapratiwi, "Tindak tutur perlokusi dalam novel guru Aini karya Andrea Hirata dan implikasinya terhadap pembelajaran bahasa Indonesia," May 27, 2023, https://doi.org/10.5281/ZENODO.8190495.

It was clear that this speech was conveyed by the teacher to give advice to continue applying Arabic in daily conversations. The presence of this advice is a new encouragement for students to continue using Arabic as their daily language. A student will find it difficult to accept the learning process if they only have a little interest in learning that grows from motivation.[39] At the point of learning foreign learning, the motivation gains importance, especially its effects on the success in educational scope[40], the higher the level of student learning motivation, the higher the level of learning independence.[41] Arabic teachers need to take many roles as motivators in making learning Arabic speaking skill a success.[42]

Teacher Self-Efficacy on The Problems of Learning Arabic Speaking Skill

Based on the results of the research above, the three types of speech acts are compared locutionary speech act more often used by teachers in learning Arabic speaking skill process from illocutionary speech act and perlocutionary speech act. The research results show that there are four sentences which are locutionary speech acts, three sentences which are illocutionary speech act and one sentence which is perlocutionary speech act.

Locutionary speech acts include a linguistic dimension because they are directly included in the expression.[43] Another reason is, locutionary speech acts have great potential as a means of developing student character because good communication between teachers and students can form positive thought patterns, attitudes and behavior.[44] This is proven by the teacher's speaking which provides more information and new knowledge for students.[45]

The study of pragmatics is the study of linguistics that connects language structure and language use.[46] Locutionary speech acts in pragmatics learning refer

[39] Cecep Sobar Rochmat et al., "Implementasi Lingkungan Bahasa bagi Penutur Non Arab di Pesantren Modern," *PALAPA* 11, no. 2 (November 1, 2023): 794–815, https://doi.org/10.36088/palapa.v11i2.3941.

[40] Bahar Isiguzel, "The Blended Learning Environment On The Foreign Language Learning Process: A Balance For Motivation And Achievement," *Turkish Online Journal of Distance Education* 15, no. 3 (September 1, 2014), https://doi.org/10.17718/tojde.41051.

[41] Maryrose F. Liwanag and Leomar S. Galicia, "Technological Self-Efficacy, Learning Motivation, and Selfdirected Learning of Selected Senior High School Students in a Blended Learning Environment," *Technium Social Sciences Journal* 44 (June 9, 2023): 534–59, https://doi.org/10.47577/tssj.v44i1.8980.

[42] Roeth A. O Najoan, Winsy C. I Lala, and Yusak Ratunguri, "Peran Guru Sebagai Motivator Dalam Meningkatkan Minat Belajar Siswa," *Jurnal Pendidikan Indonesia* 4, no. 03 (March 11, 2023): 215–27, https://doi.org/10.36418/japendi.v4i03.1632.

[43] Erkan HiRiK, "SÖZ EDİMLERİ KURAMI BAĞLAMINDA ATASÖZLERİ-DEYİMLERDE TOPLUM/TOPLULUK ADLARI VE DUYGU DEĞERLERİ," *Motif Akademi Halk Bilimi Dergisi* 11, no. 24 (December 12, 2018): 158–77, https://doi.org/10.12981/mahder.479500.

[44] Eko Suroso, "Tindak Tutur Lokusi untuk Penguatan Karakter pada Pembelajaran Bahasa Indonesia di SMA/SMK," *RUANG KATA: Journal of Language and Literature Studies* 4, no. 01 (February 27, 2024): 37–47, https://doi.org/10.53863/jrk.v4i01.1106.

[45] Anis Pusitaningtyas, "Pengaruh Komunikasi Orang Tua dan Guru terhadap Kreativitas Siswa," *Proceedings of The ICECRS* 1, no. 1 (October 30, 2016), https://doi.org/10.21070/picecrs.v1i1.632.

[46] Nur Alfin Hidayati and Agus Darmuki, "Metode Contextual Teaching Learning Untuk Meningkatkan Hasil Belajar Mata Kuliah Pragmatik," *Jurnal Educatio FKIP UNMA* 9, no. 1 (January 30, 2023): 1–8, https://doi.org/10.31949/educatio.v9i1.3013.

to the teacher's actions in learning and academic motivation to achieve student success in learning.[47] Many of what teachers say are statements that have an impact on students' motivation and interest in learning.[48]

According to Nursi, the role that teachers must have is related to the form of educational interaction between teachers and students.[49] One form of interaction is to help motivate individuals and enable them to gain knowledge during the learning process.[50] The learning process will achieve its goals if the teacher has a strategy in choosing learning media and establishing good relationships with students, so that teachers and students can interact actively[51], this is also called teacher self-efficacy.

The data also show that a form of teacher self-efficacy is in how to motivate the student from teacher's speaking. Teacher self-efficacy with their motivation will encourage students' various potentials to become better, so they can improve their skills especially in learning Arabic speaking skill.[52] In teaching speaking Arabic skills, the teacher must act as a facilitator who helps students understand the material and provides opportunities for students to talk and discuss the topics that have been prepared.[53] This is in accordance with research data that teachers apply the conversation method so that students get used to speaking Arabic, because teacher self-efficacy in the learning process is characterized by mastery of learning programs such as learning methods and strategies as well as mastery of student characteristics.[54]

This research is intended to teacher self-efficacy and pragmatic to help the problems of learning Arabic skill. The results of this research show that teachers with high self-efficacy can position themselves by applying pragmatic learning in communicating with students. One form of teacher communication is to provide

---

[47] Adem Peker and Nurseven Kağizmanli, "Ebeveyn Tutumlarının Ergenlerin Akademik Güdülenme Düzeyleri Üzerindeki Yordayıcı Etkisi," *Mersin Üniversitesi Eğitim Fakültesi Dergisi* 14, no. 1 (April 20, 2018): 210–24, https://doi.org/10.17860/mersinefd.338252.

[48] Rohmadi and Sudaryanto, "Teachers' self-efficacy in dealing with students' online learning difficulties."

[49] Abu Darda et al., "An Idea of Said Nursi's Islamic Educational Reform in the Risale-I Nur," *Al-Hayat: Journal of Islamic Education* 7, no. 2 (August 5, 2023): 454, https://doi.org/10.35723/ajie.v7i2.317.

[50] Reym Nicole Catalan et al., "Physical Fitness and Self Efficacy in PATHFIT 1 of Education Students," *Technium Social Sciences Journal* 55 (March 8, 2024): 156–66, https://doi.org/10.47577/tssj.v55i1.10656.

[51] Cecep Sobar Rochmat, Riza Riza, and Safitri Anggia Murni, "Artificial Intelligence in Education: Opportunities and Challenges in Improving Learning Efficiency in the Society 5.0 Era," *Progresiva : Jurnal Pemikiran Dan Pendidikan Islam* 13, no. 01 (April 19, 2024): 91–100, https://doi.org/10.22219/progresiva.v13i01.30007.

[52] Hasan Baharun et al., "Self-Efficacy sebagai Media Peningkata Profesionalisme Guru di Madrasah: Self-efficacy, Professionalism, Teacher," *Risâlah, Jurnal Pendidikan dan Studi Islam* 6, no. 2 (December 3, 2020): 344–57, https://doi.org/10.31943/jurnal_risalah.v6i2.158.

[53] Yoni Marlius, Bambang Bambang, and Metsra Wirman, "The Efforts to Improve Students' Arabic Speaking Skills Through Language Environment Activation: A Study of Phenomenology," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 1 (June 1, 2021): 35–48, https://doi.org/10.23971/altarib.v9i1.2585.

[54] Nyoman Wiraadi Tria Ariani, "Peran Efikasi Diri Guru dalam Pendidikan Anak Usia Dini," *PRATAMA WIDYA : Jurnal Pendidikan Anak Usia Dini* 6, no. 1 (April 1, 2021): 96, https://doi.org/10.25078/pw.v6i1.2190.

motivation to students, especially those who have obstacles in the learning process. Based on data obtained from field surveys regarding teacher self-efficacy, can produce pragmatic studies on teacher speaking ability as student motivation and teacher ability in coordinating the learning process.

CONCLUSION

This research provides results regarding teacher self-efficacy in motivating students and creating a good learning process. In addition, the research results show that teacher self-efficacy with their motivation can make students improve their skills in Arabic, also teacher self-efficacy with their ability to master the learning process in the classroom such as providing an opportunity to familiarize students with speaking Arabic. Through pragmatic studies, this research can discuss teacher self-efficacy in the form of teacher's speaking that have motivational value for students in learning Arabic. From pragmatic studies, the three types of speech acts are compared to locutionary speech acts more often used by teachers in learning Arabic speaking skills process.

References

Ah, Hanifal Fauzy, Zainal Abidin Arief, and Muhyani Muhyani. "STRATEGI MOTIVASI BELAJAR DAN MINAT BELAJAR DENGAN HASIL BELAJAR BAHASA ARAB." *Tawazun: Jurnal Pendidikan Islam* 12, no. 1 (June 29, 2019): 112. https://doi.org/10.32832/tawazun.v12i1.1843.

Ariani, Nyoman Wiraadi Tria. "PERAN EFIKASI DIRI GURU DALAM PENDIDIKAN ANAK USIA DINI." *PRATAMA WIDYA : JURNAL PENDIDIKAN ANAK USIA DINI* 6, no. 1 (April 1, 2021): 96. https://doi.org/10.25078/pw.v6i1.2190.

Asni Furoidah, Umi Nurlaili. "Pendampingan Pembuatan Media Flashcard dalam Penguasaan Mufrodat Bahasa Arab Santri Bani Zawawi Kencong Jember," July 21, 2023. https://doi.org/10.5281/ZENODO.8170647.

Badelah, Badelah, Mahsun Mahsun, and Burhanuddin Burhanuddin. "Tindak Tutur Kesantunan Guru dan Siswa dalam Pembelajaran Bahasa Indonesia di SMP Negeri 2 Sakra: Tinjauan Pragmatik." *LINGUA : Jurnal Bahasa, Sastra, dan Pengajarannya* 16, no. 2 (August 9, 2019): 219–34. https://doi.org/10.30957/lingua.v16i2.604.

Baharun, Hasan, Muhammad Mushfi El Iq Bali, Chusnul Muali, and Laili Munawaroh. "SELF-EFFICACY SEBAGAI MEDIA PENINGKATAN PROFESIONALISME GURU DI MADRASAH: Self-efficacy, Professionalism, Teacher." *Risâlah, Jurnal Pendidikan dan Studi Islam* 6, no. 2 (December 3, 2020): 344–57. https://doi.org/10.31943/jurnal_risalah.v6i2.158.

Bariyah, Atik, Miftahul Jannah, and Hikmatu Ruwaida. "Peran Guru dalam Meningkatkan Motivasi Belajar Siswa Sekolah Dasar." *Jurnal Basicedu* 7, no. 1 (February 5, 2023): 572–82. https://doi.org/10.31004/basicedu.v7i1.4604.

Bella, Shira, Bayu Andri Pratama, and Rasuludin Rasuludin. "PENINGKATAN HASIL BELAJAR BAHASA ARAB DI ERA PENDEMI MELALUI METODE VIDEO BASE LEARNING SISWA KELAS X IPS SMAIT BAITUSSALAM PRAMBANAN." *MA'ALIM: Jurnal Pendidikan Islam* 2, no. 01 (June 28, 2021). https://doi.org/10.21154/maalim.v2i01.3034.

Cahyadi, Silvia. "PERAN EFIKASI DIRI DALAM MOTIVASI BELAJAR BAHASA MANDARIN MAHASISWA PROGRAM STUDI BAHASA MANDARIN UNIVERSITAS KRISTEN

PETRA." *Century: Journal of Chinese Language, Literature and Culture* 10, no. 2 (August 11, 2022): 38–51. https://doi.org/10.9744/century.10.2.38-51.

Catalan, Reym Nicole, Charles Nillos, Melona Guitche, and Rexomar Perez. "Physical Fitness and Self Efficacy in PATHFIT 1 of Education Students." *Technium Social Sciences Journal* 55 (March 8, 2024): 156–66. https://doi.org/10.47577/tssj.v55i1.10656.

Chenail, Ronald. "Ten Steps for Conceptualizing and Conducting Qualitative Research Studies in a Pragmatically Curious Manner." *The Qualitative Report*, December 8, 2014. https://doi.org/10.46743/2160-3715/2011.1324.

Darda, Abu, Cecep Sobar Rochmat, Mehmet Zeki Aydin, and Adinda Citra Bayangkara. "An Idea of Said Nursi's Islamic Educational Reform in the Risale-I Nur." *Al-Hayat: Journal of Islamic Education* 7, no. 2 (August 5, 2023): 454. https://doi.org/10.35723/ajie.v7i2.317.

Dharma Putra, Ida Bagus Gede, and I Putu Ari Putra Maulana. "TINDAK TUTUR DALAM WACANA KOMIK PETUALANGAN NOBITA DI LUAR ANGKASA." *Metahumaniora* 14, no. 1 (April 17, 2024): 61. https://doi.org/10.24198/metahumaniora.v14i1.50708.

Dwijayanti, Tutut Ayu, and Gigit Mujianto. "TINDAK TUTUR ILOKUSI PESERTA DIDIK DALAM PEMBELAJARAN BAHASA INDONESIA PADA SMPN 1 PUJON." *KREDO : Jurnal Ilmiah Bahasa dan Sastra* 5, no. 1 (October 14, 2021): 62–83. https://doi.org/10.24176/kredo.v5i1.6208.

Gunawan, Anggun, and Irsyad Khoerul Imam. "Guru Profesional: Makna dan Karakteristik." *Cendekia Inovatif Dan Berbudaya* 1, no. 2 (October 18, 2023): 181–85. https://doi.org/10.59996/cendib.v1i2.256.

Hidayati, Nur Alfin, and Agus Darmuki. "Metode Contextual Teaching Learning Untuk Meningkatkan Hasil Belajar Mata Kuliah Pragmatik." *Jurnal Educatio FKIP UNMA* 9, no. 1 (January 30, 2023): 1–8. https://doi.org/10.31949/educatio.v9i1.3013.

HiRiK, Erkan. "SÖZ EDİMLERİ KURAMI BAĞLAMINDA ATASÖZLERİ-DEYİMLERDE TOPLUM/TOPLULUK ADLARI VE DUYGU DEĞERLERİ." *Motif Akademi Halk Bilimi Dergisi* 11, no. 24 (December 12, 2018): 158–77. https://doi.org/10.12981/mahder.479500.

Hulfah, Siti, Ahmad Fauzi, Wulan Widi Astuti, Syeha Bagja Ubaydillah, and Afif Nurseha. "Meningkatkan Penguasaan Kosakata Bahasa Arab Melalui Program Lebar (Les Bahasa Arab) Pada Anak Di Desa Sumbersari, Kiarapedes, Purwakarta." *Jurnal Pengabdian Masyarakat Bangsa* 1, no. 7 (September 9, 2023): 1038–43. https://doi.org/10.59837/jpmba.v1i7.300.

Isiguzel, Bahar. "The Blended Learning Environment On The Foreign Language Learning Process: A Balance For Motivation And Achievement." *Turkish Online Journal of Distance Education* 15, no. 3 (September 1, 2014). https://doi.org/10.17718/tojde.41051.

Khairani, Beby, Dita Andini Harahap, and Rahma Aswani. "STRATEGI PEMBELAJARAN BAHASA ARAB DI MADRASAH TSANAWIYAH HIFZHIL QUR'AN MEDAN." *Jurnal Sathar* 1, no. 2 (December 4, 2023): 46–55. https://doi.org/10.59548/js.v1i2.84.

Laela, Dafa Febra, and Danang Dwi Basuki. "Implementasi Metode Imla' dalam Pembelajaran Bahasa Arab Menyambung Huruf di Sekolah Dasar Islam Bekasi." *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 8, no. 1 (January 23, 2024): 90. https://doi.org/10.35931/am.v8i1.3138.

Liwanag, Maryrose F., and Leomar S. Galicia. "Technological Self-Efficacy, Learning Motivation, and Selfdirected Learning of Selected Senior High School Students in a Blended Learning Environment." *Technium Social Sciences Journal* 44 (June 9, 2023): 534–59. https://doi.org/10.47577/tssj.v44i1.8980.

Manshur, Ali, and Luluk Ainun Nisa. "ANALISIS SINTAKSIS KALIMAT DEKLARATIF DAN KALIMAT INTEROGATIF DALAM FILM INCREDIBLE LOVE TAHUN 2021." *Jurnal*

PENEROKA 2, no. 1 (January 22, 2022): 48–66. https://doi.org/10.30739/peneroka.v2i1.1365.

Marlius, Yoni, Bambang Bambang, and Metsra Wirman. "The Efforts to Improve Students' Arabic Speaking Skills Through Language Environment Activation: A Study of Phenomenology." *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 9, no. 1 (June 1, 2021): 35–48. https://doi.org/10.23971/altarib.v9i1.2585.

Martina, Nafisa Inka, and Imam Fauji. "Pengaruh Lingkungan Berbahasa terhadap Keterampilan Berbicara Bahasa Arab Santri Kelas X PPDU Putri." *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 7, no. 4 (April 1, 2024): 3741–46. https://doi.org/10.54371/jiip.v7i4.4077.

Mintarsih, Mimin, Endang Wiyanti, and Heppy Atmapratiwi. "Tindak tutur perlokusi dalam novel guru Aini karya Andrea Hirata dan implikasinya terhadap pembelajaran bahasa Indonesia," May 27, 2023. https://doi.org/10.5281/ZENODO.8190495.

Monika, Monika, and Adman Adman. "PERAN EFIKASI DIRI DAN MOTIVASI BELAJAR DALAM MENINGKATKAN HASIL BELAJAR SISWA SEKOLAH MENENGAH KEJURUAN." *Jurnal Pendidikan Manajemen Perkantoran* 2, no. 2 (August 31, 2017): 109. https://doi.org/10.17509/jpm.v2i2.8111.

Nuramila. "Kajian Pragmatik Tindak Tutur dalam Media Sosial," July 29, 2020. https://doi.org/10.31237/osf.io/zah35.

O Najoan, Roeth A., Winsy C. I Lala, and Yusak Ratunguri. "Peran Guru Sebagai Motivator Dalam Meningkatkan Minat Belajar Siswa." *Jurnal Pendidikan Indonesia* 4, no. 03 (March 11, 2023): 215–27. https://doi.org/10.36418/japendi.v4i03.1632.

Peker, Adem, and Nurseven Kağizmanli. "Ebeveyn Tutumlarının Ergenlerin Akademik Güdülenme Düzeyleri Üzerindeki Yordayıcı Etkisi." *Mersin Üniversitesi Eğitim Fakültesi Dergisi* 14, no. 1 (April 20, 2018): 210–24. https://doi.org/10.17860/mersinefd.338252.

Perdana, Cindy, Liftiah Liftiah, and Yuli Kurniawati Sugiyo Pranoto. "Efikasi Diri Guru TK Inklusi Ditinjau dari Faktor Pendidikan Terakhir, Lama Mengajar, dan Usia." *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* 7, no. 6 (December 25, 2023): 7171–80. https://doi.org/10.31004/obsesi.v7i6.5621.

Pusitaningtyas, Anis. "PENGARUH KOMUNIKASI ORANG TUA DAN GURU TERHADAP KREATIVITAS SISWA." *Proceedings of The ICECRS* 1, no. 1 (October 30, 2016). https://doi.org/10.21070/picecrs.v1i1.632.

Rafsanjani, Hikami, Muh. Haris Zubaidillah, and M. Ahim Sulthan Nuruddaroini. "Problematika Mahasiswa dalam Manajemen Skill Berbahasa Arab pada Perguruan Tinggi di Kalimantan." *Jurnal Basicedu* 6, no. 3 (May 1, 2022): 5166–80. https://doi.org/10.31004/basicedu.v6i3.3072.

Ratnawati, Indah Ika. "Kajian Pragmatik Percakapan Guru dan Siswa dalam Pembelajaran Bahasa Indonesia Di SMA Advent Balikpapan." *STILISTIKA: Jurnal Bahasa, Sastra, dan Pengajarannya* 3, no. 1 (April 1, 2018). https://doi.org/10.33654/sti.v3i1.499.

Rochmat, Cecep Sobar, Nabielah Khusaini, Saiful Anwar, and Mujib Abdurrahman. "Implementasi Lingkungan Bahasa bagi Penutur Non Arab di Pesantren Modern." *PALAPA* 11, no. 2 (November 1, 2023): 794–815. https://doi.org/10.36088/palapa.v11i2.3941.

Rochmat, Cecep Sobar, Riza Riza, and Safitri Anggia Murni. "Artificial Intelligence in Education: Opportunities and Challenges in Improving Learning Efficiency in the Society 5.0 Era." *Progresiva : Jurnal Pemikiran Dan Pendidikan Islam* 13, no. 01 (April 19, 2024): 91–100. https://doi.org/10.22219/progresiva.v13i01.30007.

Rohmadi, Muhammad, and Memet Sudaryanto. "Teachers' self-efficacy in dealing with students' online learning difficulties: A study of psychopragmatics in Indonesian language

learning." *Bahasa dan Seni: Jurnal Bahasa, Sastra, Seni, dan Pengajarannya* 51, no. 1 (February 28, 2023): 13. https://doi.org/10.17977/um015v51i12023p13.

Safitri, Rizki Dian, Mimi Mulyani, and Farikah. "Teori Tindak Tutur dalam Studi Pragmatik." *KABASTRA: Kajian Bahasa dan Sastra* 1, no. 1 (December 13, 2021): 59–67. https://doi.org/10.31002/kabastra.v1i1.7.

Sa'pang, Aditya Wiranata, and Rijanto Purbojo. "Efikasi diri guru, pemahaman tentang karakter siswa, dan pemahaman tentang keterampilan Abad ke-21 sebagai prediktor gaya mengajar tipe fasilitator." *Jurnal Psikologi Ulayat* 7, no. 2 (June 16, 2020): 192–211. https://doi.org/10.24854/jpu108.

Sari Amfusina, Ririn Rahayu, and Iba Harliyana. "TINDAK TUTUR LOKUSI, ILOKUSI, DAN PERLOKUSI PADA GURU MATA PELAJARAN BAHASA INDONESIA DI SMA NEGERI 1 NISAM." *Jurnal Metamorfosa* 8, no. 2 (July 30, 2020): 207–18. https://doi.org/10.46244/metamorfosa.v8i2.1114.

Sayuthi Atman Said. "Pengelolaan Lingkungan Berbahasa Arab Dalam Meningkatkan Kemampuan Berbicara Siswa Madrasah Aliyah Insan Cendikia Halmahera Barat," January 20, 2023. https://doi.org/10.5281/ZENODO.7554152.

Setyawan, Cahya Edi. "Kompetensi Pedagogik Guru Bahasa Arab Dalam Merancang dan Melaksanakan Ealuasi Pembelajaran di Madrasah Aliyah Negeri (MAN) Yogyakarta." *At-Ta'dib* 12, no. 1 (June 30, 2017): 143. https://doi.org/10.21111/at-tadib.v12i1.865.

Suroso, Eko. "Tindak Tutur Lokusi untuk Penguatan Karakter pada Pembelajaran Bahasa Indonesia di SMA/SMK." *RUANG KATA: Journal of Language and Literature Studies* 4, no. 01 (February 27, 2024): 37–47. https://doi.org/10.53863/jrk.v4i01.1106.

Syahrul Anwar, Dede Rizal Munir. "Peningkatan Keterampilan Berbicara Bahasa Arab Murid MDTA Irsyadul Ibad Melalui Pelatihan Muhadatsah," May 15, 2024. https://doi.org/10.5281/ZENODO.11194589.

Taha, Mujahid. "Tindak Tutur Ilokusi Deklaratif, Asertif, Komisif, dan Direktif dalam Berita Acara Pemeriksaan (BAP) Polda Maluku Utara." *Madah: Jurnal Bahasa dan Sastra* 13, no. 1 (April 29, 2022). https://doi.org/10.31503/madah.v13i1.437.

Ulhaq, Nadia, and Lahmuddin Lubis. "Penyusunan Materi Ajar dalam Rangka Meningkatkan Keterampilan Berbicara Bahasa Arab pada Siswa." *Journal of Education Research* 4, no. 3 (August 8, 2023): 1202–11. https://doi.org/10.37985/jer.v4i3.361.

Universitas Islam Negeri Alauddin Makassar, and Ulfiani Rahman. "EFIKASI DIRI, KEPUASAN KERJA, DAN ORGANIZATIONAL CITIZENSHIP BEHAVIOR PADA GURU MAN DI SULAWESI." *Lentera Pendidikan : Jurnal Ilmu Tarbiyah dan Keguruan* 16, no. 1 (June 27, 2013): 1–15. https://doi.org/10.24252/lp.2013v16n1a1.

Vitasari, Wulan. "Komunikasi Guru dengan Siswa Membangun Motivasi Belajar Siswa," January 19, 2021. https://doi.org/10.31219/osf.io/gft3z.

Yessenbayeva, Assel M., Bauyrzhan K. Yelikbayev, Gulnara K. Abdrahman, Laura T. Makulova, and Bekzhigit K. Serdali. "Investigating the Communicative Functions of Interrogative Sentences in Dialogue Texts." *Media Watch* 11, no. 3 (September 19, 2020). https://doi.org/10.15655/mw/2020/v11i3/202934.

Yuliyani, Rahmawati, Shinta Dwi Handayani, and Somawati Somawati. "Peran Efikasi Diri (Self-Efficacy) dan Kemampuan Berpikir Positif terhadap Kemampuan Pemecahan Masalah Matematika." *Formatif: Jurnal Ilmiah Pendidikan MIPA* 7, no. 2 (August 7, 2017). https://doi.org/10.30998/formatif.v7i2.2228.

Yusuf, Akram Budiman, Abdul Karim Mahmut, and Sri Devi S. "TELAAH TINDAK TUTUR ILOKUSI GURU DALAM INTERAKSI PEMBELAJARAN BAHASA INDONESIA." *KREDO : Jurnal Ilmiah Bahasa dan Sastra* 4, no. 2 (April 14, 2021): 402–24. https://doi.org/10.24176/kredo.v4i2.5939.