

## Learning Listening and Reading Skills from the Arabic Language in a Psycholinguistic Perspective

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### ABSTRACT

Psycholinguistics is important science to learn to provide interesting and enjoyable learning outcomes for students. Psycholinguistics and the Arabic Language have a very close relationship to achieving learning objectives. Very weak, this is certainly due to the lack of interest in learning and lack of motivation from students. Therefore, this study uses Psycholinguistics as a theory, especially in the book "How Language is Learned" to analyze a problem that exists in learning Arabic. This research was conducted using a descriptive qualitative approach with data collection methods: Observation, Interviews, and Documentation. External factors affect the listening and reading abilities of the students of At-Thoyyibiyah Bangkalan school. The solution to overcome these problems is to provide motivation and encouragement to students which can be done by their parents by memorizing vocabulary, forming a language environment, and using film media in increasing student motivation in listening learning.

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## 1. INTRODUCTION

The Post method is the teacher can manage education in the classroom. In this case, the teacher must observe teaching in the classroom that is suitable for all students. Because the method is not one of the important things in education (Khafidhoh,2017). Psycholinguistics is the basis for developing Arabic language teaching in the classroom (Muhammad Yusuf,2019). For example, in the film Tare Zameen Par, students have difficulty distinguishing letters, and the teacher pays attention to find that the student has a language disorder (dyslexia) (Nurasia Natsir, 2017). So the role of psycholinguistics is important in language teaching.

Psychology and Arabic learning are closely related because teachers are required to be able to see Arabic teaching from a psychological point of view so that a teacher can see the elements of Arabic learning. Because language learning is also related to activity problems language. Meanwhile, language

activities do not only occur mechanistically but also mentally, meaning as a mental (brain) process. (Hasan, 2018). Language greatly affects the human mind on the contrary the human mind can also affect the structure of language thus mind and language are in a reciprocal relationship that greatly affects. (Wahyudi, M. Ridha, 2017). In the context of psycholinguistics, as a teacher, of course, this teacher must be able to understand the mental, character, or behavior of students, because it will also affect their language behavior when learning a language. (Herson Kadir, 2017).

Teaching is the process of guiding, directing, or assisting students in carrying out the learning process (Aprida & Darwis, 2017). Language is a tool to communicate so that someone can express something that is on his mind or heart to others (Iswanto, 2017). Language learning presupposes that learners have a conscious knowledge of the new language and can talk about that knowledge. (Enamul Houque, 2017). Education is a communication process in which it contains a process of transforming knowledge, values, skills, both in the classroom and outside the classroom (M. Hasan dkk, 2021).

At-Thoyyibah Bangkalan School has advantages in reading skills but lacks teaching listening skills. In the process of learning Arabic, there is a lack of students in the spirit and activeness of learning Arabic. Like the teacher does not use learning media, from the beginning a teacher teaches listening skills by the teacher reading the conversation text then the students listen to what the teacher reads. This is the cause of student boredom so that students' listening skills in learning Arabic are very lacking, but in learning reading skills, students are very different listening skills. This is because after the students study at school they learn Arabic at the boarding school. This school in grade 7 uses the 2013 curriculum Arabic language book and in grades 8 and 9 uses the KTSP curriculum Arabic book.

Psycholinguistics is one of the most important applied linguistics concerned with the study, use, acquisition, and understanding of language. This is one of the most important linguistic problems, and interest in it began to be very large in America in the fifties the last century when Chomsky expressed his critical views on the nature and function of language, methods of acquisition, study, and analysis in his famous work. book: *Syntactic Structure*. Psycholinguistics deals with many important topics: including thinking, language matching, and terminology, language acquisition (and its theory, deep and surface structures), animal language, sign language, speech problems, and other topics (Akhiruddin, 2019). The importance of psycholinguistic analysis is that the results can be used to facilitate educational learning from the student's perspective (Hasan, 2018). The success of teaching Arabic is because teachers can use methods, teaching aids, class management, and subjects to teach Arabic according to the needs of students.

Meanwhile, Ath-Tayyibih Bangkalan middle school is a traditional school, and its students live in Islamic boarding schools that use a lot of traditional curricula. Researchers here will analyze listening and reading skills from a psycholinguistic perspective at Thayyibah Bangkalan Middle School "to describe how the Arabic language teaching process is viewed from the methods and materials and the Arabic learning process on student learning outcomes.

## 2. METHODS

In this study, the researcher used a qualitative approach with the type of case study research. In this study, there are problems in learning listening and reading skills from a psycholinguistic perspective. The objects in this study were all 7th-grade students. The data collection methods in this study used observation, interviews, and documentation. In the observation, the researchers hope that they will get the enthusiasm of students in grade 7 in learning Arabic, the source of the interview is the Arabic teacher who will produce methods and problems faced by the teacher, as well as some students, while the documentation will produce a new analysis between the things that the researcher finds in the study. schools and previous research. Analysis of the data used in this study by using triangulation, selecting data, analyzing, and concluding the data.

### 3. FINDINGS AND DISCUSSION

#### **Analysis of internal factors and external factors in psycholinguistics that affects listening and reading learning at Madrasah Tsanawiyah At thoyyibah Bangkalan.**

Researchers examined internal and external factors according to psycholinguistics because both affect students' listening skills (Heleen Bourdeaudhui, Koen Aesaert, and Johan van Braak, 2021). So is the ability to read. After the researchers interviewed students and teachers as well as observed at the school at thoyyibah bangkalan, the following factors were found:

#### 1. Internal factors

##### a. Motivation

Motivation has an influence on the cognitive, biological, and social of every creature (Sadaf Naz, Syed Afzal Shah, and Anjum Qayum, 2020). The existence of this influence was found in the students of At thoyyibah Bangkalan Middle school. There are differences among students on motivation in learning Arabic due to father's orders, motivation from older siblings, and some from themselves. As the result of the researcher's interview with Latifah in grade 7, she wants to be good at Arabic so she can read various turats books. External motivation takes precedence over internal motivation in childhood in the educational process because external motivation can enable students to develop internal motivation (L. Pombo Marques, 2019).

##### b. Interest

Interest is the existence of more effort from students in learning with enthusiasm without any coercion. Students of SMP Tayyibah Bangkalan enthusiastically learn Arabic with their friends because in their environment they learn every subject through Arabic religious books. Many of them wanted him to be proficient in religion and Arabic. This data is based on answers from students after researchers interviewed Nayla Fabiante in seventh grade at Mts at Thayyibah Bangkalan, and the answer was Nayla Fabiante's desire in herself to teach Arabic.

#### 2. External Factors

##### a. Family

Most students of At Thayyibah Bangkalan middle school are happy and like Arabic because of orders and advice from their parents, because both of their parents graduated from Islamic boarding schools, and both parents know that Arabic is important for life, because Arabic is the key to religious knowledge, especially Arabic is used as the language of the Koran and Hadith.

##### b. School

At thoyyibah middle school is one of the boarding schools based in the village, so the school pays more attention to students' reading skills, but their listening skills are very poor.

##### c. Environment

The school environment does not use active Arabic but is more devoted to the ability to read the turats book when at the cottage and use the 2013 curriculum Arabic books when at school.

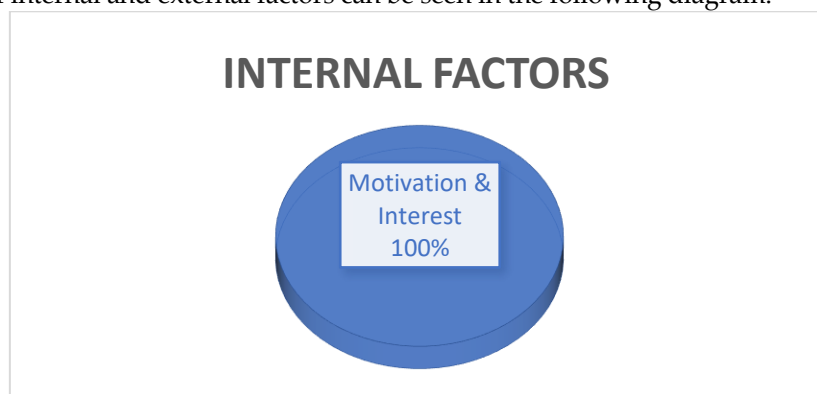
##### d. First Language

Another important factor is the first language, because students can learn the language easily with the rules of the first language (Nismatul Afroch, 2021). In this school, the first language greatly affects the second language in pronunciation, such as the pronunciation of, many of the students pronounce the letter "Be", in the pronunciation of *كتابة* many of them say the word "Kitabeh". Many pronunciations of Arabic letters are not correct. Therefore, one solution that can be used is to directly justify when students mispronounce (Anisa Siti Nurjanah, Sigit Sanyata, and M Fahli Zatrachadi, 2020).

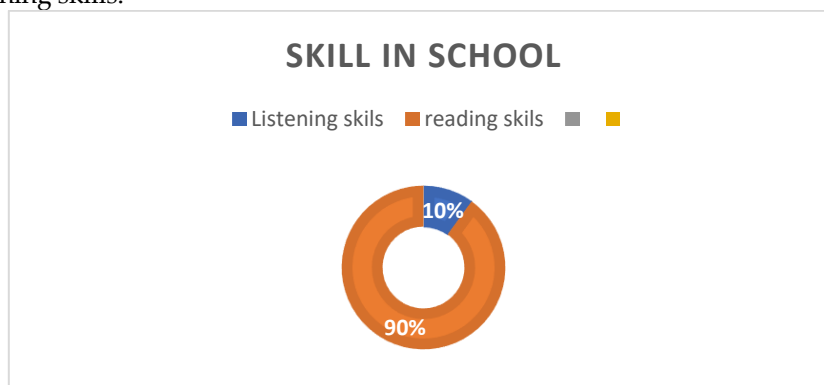
##### e. Learning methods

Learning Arabic in this school is very long because from morning to evening the students are faced with learning Arabic. The learning uses the Qowaid and Tarjamah methods and the students are very happy with these methods when faced with the turats book. However, in formal Arabic learning, they are less able to follow when faced with listening skills.

Analysis of internal and external factors can be seen in the following diagram:



Judging from the analysis of internal and external factors that affect students' listening and reading abilities found by researchers at mts. at thoyyibah, Bangkalan is: seen from the motivation and desires of students, and families in learning Arabic is very adequate so that the goals desired by students and Families will get the appropriate results, namely in students' reading ability. However, from external factors, some obstacles cause students to only master reading skills and cannot master Arabic well, especially in listening skills.



This is due to school factors, environment, first language, and learning methods used at the school. From school and environmental factors, it can be seen that the school prioritizes students' reading skills and does not use language skills actively, this is because schools are based on Salaf Islamic boarding schools, and students' reading abilities will be better than students' listening skills. On the other hand, the learning method also seems to use the old method, namely "qowaid wa tarjamah" which is very suitable to be applied to make students' reading skills more effective. So when faced with active Arabic learning, students are very less involved. . Therefore, professional teachers, appropriate materials, appropriate methods, and media, as well as the environment, are important factors in improving students' Arabic language skills (kauni Grewal Kaur, Vipandeep, Shaloo Saini,2021).

#### **Analysis of second language learning from the perspective of Patsy M. Lightbown and Nina Spada at Mts. Thoyyibah Bangkalan.**

It is known from the results of the analysis of internal and external factors conducted by researchers at the MTs At-Thayyibah Bangkalan school that the students already have the motivation to learn Arabic, either because of their motivation or because of encouragement from their parents. However, it is constrained to get students' listening skills, this is due to several factors, namely school, environment, first language, and learning methods.

From the results of the above analysis in determining the solution to learning a second language, it is necessary to know the analysis of second language learning from the perspective of Pasty M. Lightbown & Nina Spada in the book "How Languages are Learned" as follows:

## 1. Intelligence

Intelligence originates in students' minds, which can affect students' grades in class, and in the book *How Languages Are Learned*, we find that several types of intelligence, meaning music and intelligence, can communicate between people and mathematical intelligence (Pasty M. Lightbown & Nina Spada, 2013). Many researchers innovate in Arabic teaching methods, one of which is by using the theory of types of intelligence (Hasan, 2017). The method in education is based on the type of intelligence, the intelligence of musicians uses the singing method, the intelligence of communication between people uses the consultation method, and mathematical intelligence uses the cognitive problem-solving method (Jafar Shodiq, 2018).

Researchers assume that with so much intelligence, teachers do not use methods according to students' intelligence because they spend a lot of time learning. The results of the researcher's interview with Miss Mardiyah differ in the intelligence of students at this school. Some students are good at reading but weak in listening skills, and some students are good at other subjects such as mathematics, etc.

## 2. The talent of a student

John Carroll 1991 says about student talent is a predictor of speed in language learning, and talent found from speed in learning a second language is by student's diligence and desire for success in language learning (Pasty M. Lightbown & Nina Spada, 2013).

Students' talents usually vary, so the method must be to analyze the psychology of students "Are students' talents in language, mathematics, religious studies, government science, memorization, or others?". With the help of this analysis, the teacher can easily determine the appropriate method and media for their learning.

## 3. Learning model

The learning model affects the success of education, if there is no active and effective education, even though there is a learning model, it will not be suitable for students. because the needs of one school model and another vary so that the teaching style using traditional classes has changed by using new models that are following the technology used (Suci Ramadhanti Febriani & Sri Masyitah, 2019).

## 4. Student personality

Student personality is an element of learning success which means the enthusiasm and personality of students. Teachers can encourage students to find admiration for students to study every language lesson, especially Arabic lessons in good spirits. Admiration for the Arabic language will affect its integrity (Pasty M. Lightbown & Nina Spada, 2013). Because people who want success will prepare themselves to be accepted among other friends (Josef and Joerg Zumbach Buchner,)

## 5. Motivation

According to Gardner, motivation alone is not enough without action. Motivation is very important in the success of teaching a second language because it is an element that influences their education, the actions in this chapter mean the integrity of students (Pasty M. Lightbown & Nina Spada, 2013). because it is a continuation of the act of teaching a second language. especially in teaching Arabic, because students cannot teach Arabic in a short time.

## 6. Motivation in class

The teacher is very influential in actions and motivation in learning a second language because the teacher is the core factor that can influence students (Rubén Trigueros et al, 2020). it is also possible for teachers to motivate in the classroom, first: the teacher gives instructions, such as the teacher encouraging students about the importance of Arabic. Second: organizing students like a group process. Third: planned processes, such as personal competitions, groups, challenges, and visible tasks (Pasty M. Lightbown & Nina Spada, 2013).

The students at the school were highly motivated by the teacher when the researcher interviewed Siti Anissa about her motivation in learning Arabic, and she felt enthusiasm in learning Arabic at Mts. At-tayyibah Bangkalan because the teacher ordered her to present a conversation with her friend in front of the class so Siti was enthusiastic and motivated in class well. This is in accordance with the steps

described by Pasty M. Lightbown in learning a second language. This indicates that the way the teacher manages the class and gives encouragement to students greatly affects the success of learning.

Teachers are required to motivate students in the classroom, such as the importance of Arabic in life, and one of the motivations is to make active and enthusiastic learning to find the ease of Arabic in their minds. Motivation in the classroom is important for continuous learning.

From the analysis above, it can be concluded that to achieve effective second language learning, the psychological factors of students must be considered. However, when it comes to distinguishing and classifying the intelligence of each student, it will take a lot of time, and this will hinder other learning at the school. It can be seen that the talent of students in learning Arabic at the school is the ability to read with various factors that they get at school.

By knowing the talents of the students, the teacher will be able to determine the appropriate learning model. Good methods and media will not be effective enough without motivation from students and teachers. However, judging from the analysis of internal factors, their students have their motivations for learning Arabic.

### **Learning Arabic perspective Lightbown And Nina Spada**

In this section, the researcher will describe the learning of Arabic from the perspective of Lightbown & Nina Spada which affects the learning of listening and reading skills in Mts. At Thooyibah Bangkalan.

The internal factors that influence Arabic learning in Mts At Thooyibah Bangkalan, it can be divided into two, namely internal and external factors. The solution to the students' internal factors are:

1. Emphasize the motivation, desire of students, and the influence of parents.

In the previous analysis, researchers have explained that motivation and desire affect Arabic learning at Mts. At Thooyibah Bangkalan. Teachers must be able to raise the enthusiasm of students so that Arabic learning in class can be carried out properly without any coercion.

Many students are less successful in language learning because there is no motivation so there is no sincerity in students in language learning, such as teachers forcing students to participate in learning and of the course students will not be able to take what has been explained by the teacher (Amna Emda,2017). And it will be difficult to achieve the learning objectives. Therefore, students need motivation from the teacher (Molly C. Day et al,2020).

In the learning process of teachers :

1. apply and make teaching preparation in order the learning the process can be effective and efficient.
2. In addition to the way that teachers do in opening lessons always provide motivation that can arouse student enthusiasm for learning.
3. Good classroom physical management is necessary for the class to be conducive to student learning activities.
4. The lesson plan made by the teacher is consider relevant and have a relationship with among core competencies, based competency, indicator purpose of learning, pre-activity, core activity, last activity, the tools of learning, source of learning and evaluation where explanation from each learning objective.Implementation of teacher-students interaction build complies, teacher Creating atmosphere warmly and enthusiasm is necessary for the learning process
5. Teacher explains the subject matter, and make some games accordance with the material of learning, so the students can enjoy the learning and fun.(Siti Rosnani,2019).

the role of parents in determining student achievement in big schools. parents who always give attention to their children, especially attention to their learning activities at home, making children more active and more enthusiastic in learning because he knows that he is not the only one who wants to move forward, but his parents also have a strong desire same. So that the learning outcomes or learning achievements achieved by students become better. (Alsi Rizki V.,2017). This is the main cause of the

success of children with parental attention and forms children to always and earnestly learning Arabic so that they can understand Arabic in depth.

## 2. Increase students' motivation in listening skills.

Researchers provide suggestions for appropriate media to improve students' listening skills, namely film media in Arabic technology media is very important in learning. Educational technology plays a very important role in the educational revolution that happened, especially in the 21st-century educational revolution and in particular in the fourth revolution begins with education 4.0 (four zero points), (Unik H.S. & Niar A., 2021).

The film media in question here is an audio-visual tool, which can be done with the following steps:

1. Determine the appropriate film with the material.
2. Prepare for class.
3. Process after viewing the movie.
4. Apply the vocabulary in the media by asking students.

That way the film media will help teachers and students in the learning process in the classroom with enthusiasm, especially in students' listening skills.

While the solutions from external factors are as follows:

1. The addition of vocabulary is very important to do in improving students' abilities at Mts. At Thoyyibah Bangkalan. This has been done but is constrained by the lack of *istiqomah* in providing vocabulary. In addition, they need a more varied language game so that students who memorize do not get bored and do not become a burden on their demands. The solution that can be used is that the teacher must design and encourage innovative learning (Norita Purba, 2018). As with film media, the teacher gives assignments related to the vocabulary in the film.
2. Language environment  
The school environment does not apply a language environment, this affects the ability of students, therefore there must be a language environment that will be able to improve students' abilities.

The objectives of the language environment are as follows:

- a. To train students in interacting using Arabic both in conversations, exams, appearances, and so on.
- b. Emphasizing active Arabic learning in the classroom.
- c. Shaping student creativity and effectiveness in the learning process outside of school, namely in Islamic boarding schools with enthusiasm.

The language environment is divided into two kinds:

- a. The formal language environment is the language environment that exists in formal education such as schools, and this language environment will provide students with knowledge of language skills, and elements of language in the classroom.
- b. The non-formal language environment is the language environment carried out in non-formal education. Like students will get language acquisition outside the classroom (A. Hidayat, dalam M. Husni Shidqi & Adam M., 2021)

This language environment greatly affects the students' listening ability. With the frequency of students hearing Arabic, students will easily understand the language of their environment.

Likewise the ability to read, this environment affects the ease of students in reading because all students acquire language every day, and this will be able to help them in learning. Therefore, teachers must make learning happy. Such as using learning media.

The data above can be seen in the following table:

	<b>Problem</b>	<b>Solution</b>
Internal factors	1. The internal influence of each student is very good, but of course the teacher must be able to raise the spirit of students when students lose motivation.	Teachers and parents must play an active role in motivating children.
	2. Lack of students in Arabic listening skills.	Carry out learning with audiovisual media, namely by using films.
External factors	1. Giving monotonous vocabulary so that it makes students bored.	Teachers must be more innovative in giving vocabulary, whether it's using film media, after which students are given questions from what they hear and see in the film.
	2. The school environment does not implement a language environment.	This language environment greatly affects students' listening skills. With the frequency of students hearing Arabic, students will easily understand the language of the brand environment.

#### 4. CONCLUSION

Researchers have provided an analysis of the problems in the school by providing suggested solutions to minimize these problems. From the analysis and solutions that researchers offer above, it can be concluded: Analysis of listening and reading skills from the perspective of Pasty M. Lightbown & Nina Spada at Mts. Thoyyibah Bangkalan found differences in child psychology in learning a second language, namely intelligence, student talent, student personality, and motivation in the classroom. After the researcher analyzed the interviews and observations, the researcher found that internal and external factors greatly influenced the learning of listening and reading skills. The internal factors are motivation and desire, while the external factors are family, school, environment, and learning methods. Improvements in the problems that occur in the school are strengthening motivation, student interest, and parental attention, increasing vocabulary, forming a language environment, and improving listening skills with audiovisual media.

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