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The *Qawaid Nahwu*'s Learning Contribution to Reading Skills

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ABSTRACT

This study aimed to determine and analyze the contribution of *qawa'id nahwu* learning in improving reading skills in Arabic language program students. This study uses a qualitative method with the data source selected by purposive sampling. The types of data in this study were primary data and secondary data. In contrast, the data collection techniques in this study used observation, interviews and subject interpretation of the questions posed by the researcher. The data analysis technique uses data reduction stages, data presentation, drawing conclusions, and verification. The results showed that the *qawa'id nahwu* method implemented for students proved to be more effective in improving reading abilities and skills in learning Arabic when compared to conventional methods. Other findings indicate that there are still inhibiting factors in implementing the *qawa'id nahwu* method, including environmental factors and internal factors from the individual students themselves. Therefore, efforts to overcome the obstacles of learning *qawa'id nahwu* can pay attention to five external factors: the competence of Arabic language lecturers, the learning methods used, the Arabic language material being taught, adequate infrastructure facilities, and a supportive environment.

INTRODUCTION

A language is an essential tool in conveying an idea or message. Through language, we can communicate and know the developments that occur and Language, created by humans (Rabiah, 2018), has a vital role in human interactions. Language is a communication tool used by everyone in their daily life as a means to convey information and arguments to others (de Oliveira *et al.*, 2015; Sirbu, 2015). In this era, Arabic is a foreign language for non-Arabs, whose demand is excellent (Alshammari *et al.*, 2019). More and more Europeans and adherents of other religions are studying Arabic in depth, although with different motivations. At least there are three reasons why Arabic is considered to have a significant position and role. Arabic is an international language, one feature of which is that Arabic is one of the major languages in the world which is spoken by no less than 200 million people in various parts of the world (Gazzawi, 2000). In addition, Arabic is the language of the Koran, the holy book of Muslims (Shenassa & Khalvandi, 2008; Suhaimi, 2020). Even in Muslim beliefs, the Qur'an is a guide for them and all humanity, as mentioned in QS al-Jasiah/45:20. Then, Arabic has become a language that is quite popular in the Europe, especially in the last decade (Ali *et al.*, 2016; Aljunied, 2018). In Western countries, especially in America, educators there are increasingly interested in learning Arabic (Rahman & Melhim, 2014). This has been demonstrated in several universities that have studied Arabic as a subject of study, including Catholic and Christian universities. Harvard University, a private university most respected worldwide, was founded by Protestant priests. Georgetown University, a private Catholic university, has an Arabic study center called

the center of contemporary Arab studies. Meanwhile, in Africa, Arabic is the first language in countries such as Mauritania, Morocco, Algeria, Libya, and Sudan (Calafato, 2020). Meanwhile, in Seoul, South Korea, several Islamic study organizations began to promote the teaching of Arabic for both orientalist and Muslims there (Kong *et al.*, 2020); in Japan, there was an Arabic teaching institute initiated by the Saudis (Houghton & Al-Asswad, 2014; Tsukada, 2011). In Indonesia, the country with the largest Muslim population in the world, Arabic is a foreign language taught in educational institutions, especially educational institutions with Islamic characteristics, such as Islamic boarding schools. Thus, it can be said that the Arabic language has enormous significance, not only for hundreds of millions of Arab and non-Arab Muslims but also for everyone interested in establishing effective communication with the Arab world in particular and the Islamic world in general. Arabic is a language that Muslims must learn.

The special position that Arabic has among other languages in the world is that it functions as the language of the Qur'an and hadith, as well as other books. This is one of the factors why people want to learn, master, and understand Arabic because it is the language of the Qur'an and the Hadith of the Prophet Muhammad. Both of which are the main sources of Islamic teachings. So it is not surprising that the position of the Arabic language is very important because mastery of the language is the main requirement in studying the Qur'an and other sciences.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, and

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spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves for society, nation, and state (Undang-Undang No 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2004). In other words, education is an effort to develop human resources through a learning process both at elementary school, junior high school, upper middle school (SMA/MA), and at the university level. Moreover, one of the lessons that can improve human resources is learning Arabic.

The arabic language has many varieties, including its standard form, modern stadard Arabic (MSA), Classical Arabic(Amine Menacer & Smaïli, 2021) and Arabic language has its own advantages and characteristics (Alqudsi *et al.*, 2014), including the breadth of meaning contained in Arabic vocabulary (Bakker, 2020). Furthermore, to be able to understand Arabic, one must first know Arabic grammar, namely qawa'id(Baroroh Ma'arif *et al.*, 2020; Marpuah & Sulton, 2019). Qawa'id is another name for nahwu science, and this nahwu science is inseparable from saraf science (Prihartini *et al.*, 2018). The science of nahwu and saraf science is the main science in Arabic. It is important to learn compared to other Arabic sciences because one word can change and have another meaning caused by changes in i'rab or how to read it and the origin of the word.

The relationship between nahwu and nerves cannot be separated from one another. The two are likened to a mother and father who need each other and complement each other, as in the tasrif book. Based on the above expression, it can be concluded that the two of them are a family, where saraf science is the mother of Arabic because Arabic words are born from nerves that have various meanings. At the same time, nahwu is the father because it regulates words that have been born and arrange them to become correct sentences (Kholisin, 2003). In addition to nahwu science, in learning Arabic, ideally one is also expected to be able to master 4 (four) aspects of basic language skills, namely listening skills (عَلِمْتُ سَالَا قَرَاهِم), speaking or speaking skills (قَرَاهِم), writing skills (قَبَلْتُ كَلًّا قَرَاهِم), and skills reading (قَدَّرْتُ لِقَالَ قَرَاهِم) (Abdullahi *et al.*, 2018; Ritonga *et al.*, 2021). These four skills are interrelated with each other in order to realize the goals of language learning in general (Muhtarom, Yusuf. Suharsono, Suharsono. Syaefudin, 2020). As stated in the language curriculum, namely, having language knowledge and a reasonable attitude towards the language itself.

To master the four Arabic language skills above, it is necessary to master the science of nahwu, and among the four aspects of the Arabic language skill, reading skill is the most important skill for Arabic students to master because if someone has mastered this skill, then it is easy for him to master other language skills (Motaghizadeh *et al.*, 2018; Yahaya *et al.*, 2019; Zetawi & Lipka, 2019). These skills also occupy important roles to be mastered in human life. Because this skill can help someone study the Koran and hadith and books written by scholars in

Arabic (the yellow/bald book). In addition, this skill is also used to obtain information outlined by experts and writers in various magazines and newspapers, including Arabic-language social media.

Based on preliminary observations, it is known that some students majoring in Arabic language education study programs at Islamic college, both come from public school alumni, namely graduates of Islamic/non-Islamic (formal) educational institutions such as graduates of upper secondary level and equivalent, as well as graduates of Islamic (non-formal) education schools such as Islamic boarding schools. They need to be made aware of the importance of mastering reading skills. As a result, some of them still need to improve and be more capable of reading Arabic texts properly and correctly following the accuracy of the harakat. They pay less attention to the accuracy of the vowel at the end of the word according to the 'irab, so there are still many mistakes in reading, and Islamic University in Bône, Indonesia Arabic language education students experience this condition.

In connection with the problems above, the authors describe the contribution of *qawa'id nahwu* learning to the skills of reading Arabic texts. Through this research, the authors hope Arabic students will pay more attention to learning *qawa'id nahwu* to improve their reading skills. Therefore, to find out the importance of *qawa'id nahwu* learning in improving reading skills, a study will be carried out with the title "contribution of *qawa'id nahwu* learning to the reading skills of Islamic University in Bône, Indonesia students.

METHODOLOGY

The type of research used by the author in preparing this thesis is qualitative research. Qualitative research is intended to understand phenomena about what is experienced by research subjects. This research is classified as a descriptive type of research because this research provides an overview of the results by describing the actual data obtained in the field. This study will describe the object naturally, namely regarding the contribution of *qawa'id nahwu* learning in improving the reading ability of students majoring in Arabic language education tarbiyah. The approach used in this research is a multidisciplinary approach which includes a juridical approach, a linguistic approach, a sociological approach, and a pedagogical approach. Arabic Language Education Study Program, Arabic Lecturers and Arabic learning Students. In qualitative research, the sample data source was selected by purposive sampling. Qualitative research is very closely related to contextual factors. The purpose of sampling, in this case, is to capture as much information as possible from various sources; thus, the goal is to keep ourselves distinct from differences developed in generalizations. The goal is to detail the specificity in a unique context potion. The second purpose of sampling is to gather the information that will form the basis of the emerging theoretical design. In qualitative research, there is no random but purposive sample.

This study uses two types of data, namely primary data and secondary data. Primary data, namely empirical data obtained in the field, comes from informants obtained at Islamic University in Bône. Secondary data is a source of data that is not directly from the informant or additional data that is used when needed, which is obtained through searches in the form of Islamic University in Bône data, documents, reports, and elements related to this research. To carry out this qualitative data analysis, it is necessary to emphasize the following stages and steps:

For data reduction, Miles and Huberman say that data reduction is defined as a selection process, focusing attention on simplifying, abstracting, and transforming raw data that emerges from written records in the field. Reducing data can mean summarizing, choosing the main things, focusing on the important things, and looking for themes and patterns. The reduction stage is carried out to examine the comprehensive data collected from the field, so that data from the object under study can be found. Activities that can be carried out in this data reduction include: 1) collecting data and information from records of interviews and observations; 2) looking for things considered important from each aspect of research findings.

Presentation of data, in this case, is the delivery of information based on data obtained from IAIN Bône following the research focus to be well organized and coherent so that it is easy to see, read and understand an event and action or event related to the contribution of *qawa'id nahwu* learning in improving the reading ability of students majoring in Arabic language education at IAIN Bône in the form of narrative text. At this stage, a summary of the research is carried out systematically to determine the contribution of *qawa'id nahwu* learning in improving the reading ability of students majoring in Arabic language education at Islamic University in Bône. Activities at this stage include: 1) making descriptive and systematic summaries so that the central theme can be identified easily; 2) giving meaning to each of these summaries by paying attention to suitability with the research focus. If deemed inadequate, research is carried back to the field to obtain the required data following the research flow.

According to Miles and Huberman in Harun Rasyid, drawing conclusions or verification reveals that data verification and concluding is an attempt to interpret the data displayed by involving the author's understanding. The conclusions in the early stages are supported by valid and consistent evidence when the authors return to the field to collect data, so the conclusions are credible. At this stage, an assessment of the conclusions that have been drawn with certain theoretical comparison data is carried out, carrying out a member check process or re-checking process, starting from the implementation of pre-survey (orientation), interviews, observation, and documentation, then making general conclusions to report as a result of research that has been done.

Testing the validity of the data used to measure the

validity of the results of this study was carried out by triangulation. Triangulation is a data collection technique that combines various data collection techniques and existing data sources. Field observations were also carried out by focusing gradually and continuously following the research focus, namely the contribution of *qawa'id nahwu* learning in improving the reading ability of students majoring in tarbiyah Arabic language education Islamic University in Bône, then discussing with people who are considered to understand this research problem. Consistency in the stages of this research remains within the systematic framework of research procedures that are interrelated and mutually support one another so that the research results can be accounted for. The main implication that is expected from this whole process is that the conclusion remains significant with the data that has been collected so that the research results can be declared as representative scientific work.

RESULTS AND DISCUSSION

Learning *qawa'id nahwu*. Lecturer competence in learning *qawa'id nahwu* is absolute in order to be able to improve the ability to read Arabic texts.

Learning Method Used

The learning method occupies a position that is no less important in efforts to improve students' ability to read Arabic texts towards learning Islamic University in Bône because the method is a tool used by lecturers in establishing relationships with students during learning, lecturers are expected to be able to liven up the atmosphere of learning activities. The lecturer's task is to choose the right method to create a learning process that leads to three aspects that can improve students' reading skills: cognitive, affective, and psychomotor (Astuty, 2015). Following the observations of researchers in the field, the methods used by the Arabic language lecturers at Islamic University in Bône vary because they are following the background and educational capacity of the Arabic language they have. Even so, lecturers are still trying to choose the right method following the maturity level of students, including readiness, independence, students' cognitive abilities in thinking, and so on.

Accuracy in choosing and using a method will affect students' language skills in learning Arabic, especially reading skills (*qiraah*). They are interested in learning by applying varied, interesting, and fun learning methods in dealing with the various differences in their absorption. According to Sujana, a good learning method is a varied or combination of several learning methods. Such as combining the lecture method with questions and answers, assignments, discussions, and assignments (Sharifzadeh & Abdollahzadeh, 2021). The Arabic learning method used at Islamic University in Bône varies by combining several methods to attract students' attention and interest them in participating in learning, while the Arabic learning method applied at Islamic University in Bône, namely: Lecture Method, Question and Answer Method, Discussion Method, and group assignments.

Lecturers use various methods and also apply a unitary system (*nizām al-nihdah*/united system) in providing learning because Arabic is a subject that consists of integral parts that are interconnected and mutually reinforcing one another, covering several categories, namely: reading (*al-Qur'an*), understanding (*al-farm*); expression (*al-ta'bir*); language (*al-sarwah al-lugawiyah*); and others. However, this system still refers to a central theme so that students can understand language as an interrelated unit. Furthermore, lecturers try to make students able to understand the four Arabic language competencies (*al-maharat al-arba'ah*), namely: listening (*al-istima'*), speaking (*al-kalam*), reading (*al-Qur'an*), and writing (*al-kitabah*) although not in detail and detail.

The majority of students at Islamic University in Bône are interested in something other than participating in learning Arabic. However, the lecturer's proficiency in using varied, interesting, and fun learning methods can arouse their interest and make them feel at home following the lesson. By using this method, students who previously did not understand Arabic, especially *qawa'id nahwu*, gradually understood because the method used by the lecturer interested them.

Arabic Material Taught

The condition of learning Arabic at Islamic University in Bône is still experiencing various challenges and obstacles in learning Arabic because, until now, it has not shown the expected results; even Arabic material, especially *qawa'id nahwu*, tends to be a frightening specter and is not liked by most students of Islamic University in Bône, causing their lack of interest in following the lesson. Their class participation when learning Arabic courses is just filling in attendance. The *qawa'id nahwu* Arabic language material seems difficult and irrelevant to the reality of students and the very limited Arabic language media, which causes a lack of interest and motivation in their learning. Therefore, creative lecturers must find and make appropriate and interesting Arabic learning materials. This is because the role of the media is very important in transferring language knowledge to students at Islamic University in Bône. Their weak understanding of learning Arabic is because before entering Islamic University in Bône, they came from public schools that had never studied Arabic. Thus, the role of Arabic lecturers is to present basic Arabic material that is easy and understandable for them.

Learning Support Facilities and Infrastructure

Facilities directly support the smooth running of the learning process, in this case, learning media, learning tools, and lecture room equipment. The media in question is a tool used to achieve learning objectives. At the same time, infrastructure can indirectly support the success of the learning process, such as roads, lighting, restrooms, etc. Thus facilities and infrastructure are important components that can influence students' interest in learning Arabic. Islamic University in Bône, in learning

Arabic, is only supported by facilities and infrastructure that are still simple and need to meet standards to help smooth the learning process. Most lecture rooms only have simple blackboards, chairs, and tables and still, need to be supported with LCDs. The lecture environment also does not use air conditioning, so the room is stuffy and hot; it greatly affects students' discomfort and greatly impacts their lack of interest in participating in the Arabic learning process. In learning Arabic, facilities and infrastructure are the media needed to convey messages and stimulate thoughts, arousing student interest, enthusiasm, attention, and abilities to create a conducive and effective learning process. The inadequate lectures in terms of facilities and infrastructure at Islamic University in Bône solid became an obstacle in the learning process. It even became a factor that influenced their language skills.

Supportive Environment

The environment also plays an important role in improving language skills. If students learn Arabic supported by an Arabic-speaking environment, it will affect the acceleration of their understanding of their learning. Conversely, if they are in an environment that does not speak Arabic, then this situation is enough to hinder the acceleration of their understanding. Blocher explained that, in essence, this learning environment is a physical, social, and psychological context in which children learn and acquire new behaviors. In principle, everyone will learn from what they see and hear from various media and other people around them. Environmental factors are one of the important factors in creating the character of one's growth and development, especially in learning. So it can be explained that the changes caused by the environment can be sedentary and relatively permanent. The stronger the influence of the environment, the higher the predicted changes that will occur in the learning subject. This is the great influence of the environment on the development, growth, and behavior of a person (Rita Mariyana, 2010, p. 39).

A supportive campus environment and association can develop strong language skills for Arabic learners. However, in reality, according to the results of field observations, it shows that the environment at Islamic University in Bône is not conducive and not supportive. This is due to the need for more awareness among lecturers and students of the importance of creating a language environment. Thus, lecturers and students at Islamic University in Bône should be able to create a language environment that is conducive, interesting, and enjoyable because a supportive environment will motivate students to improve their Arabic language skills.

In general, students' internal factors are an obstacle to Arabic language skills, which are their psychological characteristics which include; a low level of intelligence, lack of talent and interest in Arabic, and lack of self-motivation, so it seems that they are less interested in learning Arabic. Therefore, efforts to overcome the

obstacles to learning *qawa'id nahwu* in learning Arabic at Islamic University in Bône can pay attention to five external factors, namely: the competence of Arabic lecturers, the learning methods used, the Arabic material taught, adequate infrastructure, and the environment. which supports.

According to the researcher, in addition to pursuing the five external factors mentioned above, it would be nice for Islamic University in Bône to open Arabic courses as extra-curricular classes, which are intended for students who do not yet have basic Arabic (*qawa'id nahwu*), especially for those who come from public schools who never studied Arabic. Furthermore, it is held every year in the first semester after the admission of new students, with the hope that in the second and subsequent semesters, they will have no difficulty following Arabic learning, especially material (*qawa'id nahwu*), so that they can read Arabic texts correctly and can understand them well.

Student interest in learning *qawa'id nahwu*

In general, the internal factors of non- Arabic education students are an obstacle to interest in learning Arabic, which is their psychological nature which includes; low level of intelligence, lack of talent and interest in Arabic, and lack of self-motivation, so it seems that they are less interested in learning Arabic. Therefore, efforts to overcome the lack of interest of non-Arabic education students in learning Arabic at Islamic University in Bône can pay attention to five external factors: the competence of Arabic lecturers, the learning methods used, the Arabic language material taught, adequate infrastructure, and suitable environment support.

CONCLUSION

The description of *qawa'id nahwu* learning applied by *qawa'id nahwu* teachers at Islamic University in Bône applies the group discussion method so that students are more creative; the discussion method applied in teaching nahwu is quite significant because the language used in the discussion is more familiar to the participants. Participants can ask questions and convey ideas. However, this discussion method will require relatively more time than the demonstration or lecture method because the number of targets involved in the discussion is limited, and it will appear that the participants are dominant in speaking or not speaking at all. In addition, the teacher uses the lecture method, namely explanation and oral narrative by the lecturer in front of students in class. In this method, the teacher dominates and becomes the subject of learning, while the student is a passive object receiving what is conveyed by the teacher.

Nevertheless, the drawback is that the teacher cannot know to what extent the students have understood the conversation. Sometimes, the teacher thinks that if students sit quietly listening or nodding their heads, they understand what the teacher explained. Even though this assumption often misses, even though students show reactions as if they understand, the teacher does

not know the extent of student mastery of the lesson. Therefore, an evaluation must be held immediately after he gives a lecture. Learning *qawa'id nahwu* that has been implemented can improve students' reading skills at Islamic University in Bône.

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