



## THE EFFECT OF EDUCATIONAL BACKGROUND AND LANGUAGE COMPETENCE ON STUDENTS' ARABIC LANGUAGE MOTIVATION

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### Abstract

This research was based on the assumption that if a person starts knowing a language from under 12 years of age, he/she will have the opportunity to be able to speak the foreign language as fluent as the native speaker. This research was aimed at determining whether educational background and Arabic language competence influence Arabic language motivation. This research used survey research with a quantitative approach, with the population of PBA students in the academic year 2017/2018. 89 students were chosen as the sample of this research by using purposive sampling technique. Data analysis carried out in this study was normality test, linearity test, multicollinearity test, and heteroscedasticity test. Hypotheses testing include correlation test, regression, t-test, and F-test. The results showed that there was a positive and significant influence of educational background and Arabic language competence on motivation in learning Arabic with the amount of 37.5%. The student background was dominated by students who had known Arabic since early childhood that the students experienced a lateral and positive transfer process. Furthermore, the competencies possessed by students are dominated by students with high competence of 39% of these two variables, obtained by 2 types of motivation, namely intrinsic and extrinsic motivation in Arabic language learning.

**Keywords:** *educational background, competency, Arabic language motivation*

### Introduction

The desire of Arabic language learners to use language is called language motivation. The definition of motivation is often found in various literatures, although the formulation is different, the definitions refer to the same thing, namely something that moves individuals. Some writers disagree on the term 'something', Baron said that it is a set of processes. Ormord argue that it is a condition. Seifen also mentioned that it is the energy itself.<sup>1</sup> Therefore, it can be concluded that there is "something" that makes someone want to do work, which in this case is speaking Arabic.

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<sup>1</sup> Didi Suherdi, *Rekonstruksi Pendidikan Bahasa*, (Bandung: Celtics Press, 2012), 100.

Based on the learning time, Arabic has been taught since elementary school. This condition shows that the process of learning Arabic has begun since students in the golden age. According to Chaer, children who have obtained Arabic material from an early age are more successful in obtaining a phonological or pronunciation system; some of them even acquire native-like pronunciation.<sup>2</sup> Thus, educational background also influences language motivation, because in these educational institutions, students learn Arabic in accordance with the expected basic competencies.

If learning has started since students are in elementary school, this means that they already have the language competencies they have learned in the educational environment, and therefore students should have the tendency to use it in communication. However, Mainizar's research found that students' motivation to learn Arabic was not significantly correlated with interest in speaking Arabic.<sup>3</sup> Mastuti also added that a factor that causes students' lack of English fluency because they did not mobilize all of their potential.<sup>4</sup> Not also student potentials can cause students lack of English fluency, Omar reaserch added that teacher's competency to speak Arabic and English has no effects to student's writing achievement although the teacher enriches the students' vocabularies and its context accurately.<sup>5</sup>

Both Mastuti and Omar focused their reaserch to problem which caused the lack of language competence. Sueraya's et al classified problem to the internal problems and the external problems, and from this reaserch, Sueraya proved that internal problem hampered students to speak Arabic stronger than external.<sup>6</sup>

Furthermore there are many aspects can cause the process of second language learning, Mario added that personal learners trait to consider in the process of understanding motivation towards second language learning.<sup>7</sup> Motivation is so important when someone starts to learn second language learning although Pauline proved that second language motivation decreases with age.<sup>8</sup>

Brosh<sup>9</sup> and Ghasaan<sup>10</sup> tried to classify variety of motivations to study Arabic such as travel and world cultureorientations, political orientations, instrumental

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<sup>2</sup> Abdul Chaer, *Psikolinguistik*, (Jakarta: Rineka Cipta, 2009), 253.

<sup>3</sup> Mainizar, "Korelasi Motivasi Belajar Bahasa Arab dengan minat berkomunikasi dalam Bahasa Arab Pada Mahasiswa Jurusan Pendidikan Bahasa Arab Fakultas Tarbiyah Dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau", *Jurnal Sosial Budaya*, Vol. 8 No. 01, Januari – Juni 2011.

<sup>4</sup> Endah Mastuti, "Problema Pembentukan Karakter Ber-bahasa Asing Dikalangan Mahasiswa Program Studi Pendidikan Bahasa Inggris", *INSAN*, Vol. 13 No. 03, Desember 2011.

<sup>5</sup> Omar Al Noursi, "Effects Of Arabic And English Speaking Teachers On High School Students' Writing Achievement", *European Journal of Foreign Language Teaching*, Vol 3. Issue 3, 2018.

<sup>6</sup> Sueraya Che Haron, et. Al. "Challenges In Learning To Speak Arabic", *Journal of Education and Practice*, Vol. 7 No. 24, 2016.

<sup>7</sup> Mario Guerrero, *Motivation in Second Language Learning: A Historical Overview and Its Relevance in a Public High School in Pasto, Colombia*, 2015.

<sup>8</sup> Pauline Ghengesh, "The motivation of learners of arabic? does it decrease with age?", *Journal of Language Teaching and Reaserch*, Vol. 1. No. 3, 2010.

<sup>9</sup> Hezi Brosh, "Motivation of American College Students to Study Arabic", *International Journal of Humanities and Social Science*, Vol. 3 No. 19, 2013.

orientations. There are many orientation can contribute someone to learn and communicate in Arabic language. Lanier added that the students motivations come from many different linguistic and ethnic backgrounds.<sup>11</sup>

This research tried to probe deeper into whether the educational background and language competence possessed by students had a significant effect on motivation in Arabic.

## **Educational Background**

Educational background is a reflection of education that a student experienced. This educational process is usually influenced by a process called the transfer of learning.

The word 'transfer' is acquired from English which means change, handover, or transfer. According to Slameto, transfer is the influence of learning outcomes that have been obtained in the past on the process and results of learning carried out later.

MuhibbinSyah stated that the transfer of learning occurs when the knowledge and skills of students as a result of learning in the past often affect the learning process that is being experienced now.

According to W.S Winkel, transfer means diversion of learning outcomes obtained from the field of study to other fields of study or daily life outside the scope of school education.<sup>12</sup>

Gagne, cited in Djamarah divides learning transfer into 4 types.<sup>13</sup>

### **1. Positive Transfer**

It is a transfer that has a good effect on further learning activities. Positive transfer allows a student to obtain goodness in facing a new situation more effectively and efficiently.

### **2. Negative Transfer**

It is a transfer that has a negative impact on further learning activities. Negative transfers can be experienced by students, if learned in certain situations that have a detrimental influence on the skills/knowledge learned in other situations.

### **3. Vertical Transfer**

It is a transfer that has a good effect on learning activities in learning higher/complicated knowledge/skills.

### **4. Lateral Transfer**

It is a transfer that has a good effect on equal knowledge/skills from learning activities. Lateral transfer can means to the side.

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<sup>10</sup> Ghassan Husseinali, "Who is studying arabic and why? a Survey of Arabic Students's Orientations at a Major University", *Foreign Language Annals*, Vol 39. No. 3, 2017.

<sup>11</sup> Amanda Lanier Temples. "Heritage Motivation, identity, and the desire to Learn Arabic in US. Early Adolescents", *Journal of the National Council of Less Commonly Thought Languages*, Vol. 9, Tahun 2010.

<sup>12</sup> Syaiful Bahri Djamarah, *Psikologi Belajar*, (Jakarta: PT. RinekaCipta, 2015), 222.

<sup>13</sup> Syaiful Bahri Djamarah, *Psikologi Belajar*, 226.

### *Arabic Language Competence*

The process of forming abstract aspects of a language is a process of knowing language consciously. This process will form a distinctive competence within a child. In this formation process, each student will be supported by a tool that has existed in the human brain, namely the language acquisition device.<sup>14</sup> The following are some notions of competence according to some experts:

- a) Competence is a set of knowledge or knowledge that is owned by someone to express a language.
- b) Competence is defined as the knowledge that language users have about their language and this is what generative grammar objects are.
- c) Competence is the knowledge possessed by native users-listeners about the language unconsciously or quietly, intrinsically, implicitly, intuitively, and limitedly.
- d) Competence is information available for native speakers who are fluent in the language, which allows them to understand and produce sentences.
- e) Competence is an abstract and limited system of rules that underlies the linguistic behavior of the speaker who allows it to analyze and synthesize appropriately the connection of sound meaning in a limited number of sentences.

### *Types of Competency*

The concept of competence and performance has received great attention from Linguists and Language Educators. These two terms were initially introduced by Chomsky in line with the development of the theory of learning and language use.

Then, Hymes felt the concept of competence proposed by Chomsky was too narrow, so Hymes proposed the term communicative competence in which there were sociolinguistic competencies, contextual competencies, grammar competencies.

Campbell, Wales, and Canale formulated and developed more various competencies into 4 parts, namely:<sup>15</sup> Grammar Competencies, Sociolinguistic Competencies, Discourse Competencies, and Strategic Competencies.

From some of these opinions, it seems that among language observers it appears to be agree more on grammatical competence. This can be seen from the maintenance of this competence with the addition of other competencies as a support for learning Arabic.

### *Arabic Language Motivation*

#### *The Concept of Motivation*

There are two approaches that can be used to review and understand motivation. The first is motivation seen as a process. Knowledge of this process can help the teacher to explain observed behavior and predict the behavior of others.

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<sup>14</sup> Syukur Ghazali, *Pemerolehan dan pembelajaran bahasa kedua*, (Malang: Bayumedia Publishing, 2013), 85.

<sup>15</sup> Didi Suherdi, *Rekonstruksi Pendidikan Bahasa*, (Bandung: Celtics Press, 2012), 154.

The second determines the characteristics of this process based on one's behavior. These instructions can be trusted if it seems useful to predict and explain the behavior of others.<sup>16</sup>

Some experts proposed types of motivation as follows:<sup>17</sup>

- a) Motivation is seen from the basis of its formation, namely innate motives (motives that are taken from birth) and learned motives (motives that arise due to learning)
- b) According to Frandsen, motivation is cognitive motives (motive that shows intrinsic symptoms), self-expression (desire for self-actualization), and self-improvement (desire to move forward).
- c) Woodworth and Marquis divided motives, namely Organic Motives or Needs, Emergency Motives, and Objective motives
- d) Physical and Spiritual Motives

Some experts classify motivation into two parts, namely physical and spiritual. Physical motivation is reflexes and instincts; whereas spiritual motivation is including willingness

- e) Intrinsic and Extrinsic Motivation

Intrinsic motivation is motives that become active or functioning and do not need to be stimulated from the outside, because in each individual there is an urge to do something. The indicators of Intrinsic Motivation include:<sup>18</sup> (1) motives that do not need stimulation, (2) learning to master values not because of praise, values and gifts, (3) aware when doing learning activities without having to be told, (4) realizing the lessons learned today will be useful in the future, (5) forward in learning, (6) learning in a certain period of time, and (6) likes to study.

From these indicators, intrinsic motivation can also be called achievement motivation. McClelland (1987) and Heckhausen (1967) suggested that achievement motivation is an attempt to improve personal skills by using a standard of excellence as a comparison.<sup>19</sup>

The extrinsic motivation is the motives that are active and functioning if there are stimuli from the outside. For instance, a person learns only when the exam and expects great value not to understand the knowledge. Therefore, in learning activities, students need to get encouragement from outside so that they are always enthusiastic in completing the task being completed without forgetting that the essence of learning which understands a concept.

Judging from the desire that arises to achieve this goal, then there are two student orientations in language learning as Gardner divides the learning orientation into two parts, namely:<sup>20</sup> (1) Integrative Orientation (orientation that refers to the

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<sup>16</sup> Omar Hamalik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara, 2008), 106.

<sup>17</sup> Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: PT. Raja Grafindo Persada, 2016), 86.

<sup>18</sup> Syaiful Bahri Djamarah, *Psikologi Belajar*, 149.

<sup>19</sup> Rudy Fatchurrochman. "Pengaruh motivasi berprestasi terhadap kesiapan belajar, pelaksanaan pra kerindan pencapaian kompetensi mata pelajaran produktif", *Invotec*, Vol. VII, No. 2, 2011, 175 –188.

<sup>20</sup> Endah Mastuti, "Problema Pembentukan Karakter Ber-bahasa Asing Dikalangan Mahasiswa Program Studi Pendidikan Bahasa Inggris", 187.

desire to learn a language to be able to interact with or maybe to know members of the foreign language community), and (2) Instrumental Orientation (orientations that describe the reasons for learning foreign languages that reflect practical goals such as obtaining academic targets or promotion).

## Method

This study intended to embody the influence generated by the educational background and language competence on language motivation of students, both within the inside and outside of UIN Raden Fatah environment. Therefore, the approach in this study was a quantitative approach. The method used was the survey method. According to Bungin, this method was part of the explanatory research procedure in which the study intends to describe a generalization or explain the relationship of one variable to another variable.<sup>21</sup>

The population in this study was 241 students of Arabic Education Study Program (PBA) students of UIN Raden Fatah Palembang. Purposive Sampling was used in this study. From a population of 241 students, researcher used a sample of 89 students, namely students of year 2017.

For data collection, this study used questionnaires and documentation. The questionnaire method was needed by the researcher to obtain data on the educational background and language motivation of the students of PBA UIN Raden Fatah Palembang. The form of the questionnaire used in this study was a structured questionnaire with closed answers. The documentation method was needed to obtain data on student language competence.

The procedures of this study are as follows:

1. Test of instrument quality, consisting of validity and reliability testing
2. Test of classic assumption, consisting of normality, linearity, multicollinearity, and heteroscedasticity test.
3. Hypotheses testing, consisting of correlation test, regression test, t-test, and F-test.

## Result and Discussion

### *Data Description: Educational Background*

In this study, researcher used several indicators of learning transfer through the educational process, such as: the time to start knowing Arabic, the frequency of learning, and learning experience. The results of the questionnaire on the background information are as follows:

1. Answers from the first question indicated that 8% of students have started learning Arabic since elementary school (SD), 54% since junior high school

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<sup>21</sup> Burhan Bungin, *Metodologi Penelitian Sosial dan Hukum*, (Jakarta: Preanada Media Grup, 2015), 51.

(SMP), 37% since senior high school (SMA), and 1% since studying at PBA UIN Raden Fatah

2. Answers from the second question indicated that 3% of students study in elementary school (SD) more than twice a week, 6% study twice a week, 0% studies once a week, and 92% have not studied Arabic at all.
3. Answer from the third question indicated that during the junior high school (SMP) phase, 17% of students study Arabic twice a week, 27% study twice a week, 18% study once a week, and 38% never learn Arabic.
4. The fourth question revealed that 18% of students study Arabic since high school (SMA) more than twice a week, 36% study twice a week, 45% study once a week, and 4% never learns Arabic.
5. The fifth question revealed the recent type of education taken by PBA students are: 25.84% are high school (SMA) alumni, 39% are vocational high school (SMK) alumni, 19% are Islamic senior high school (MA) alumni, and 16% are from Islamic boarding schools (Pesantren).
6. The sixth question revealed that 32.58% students have studied in Boarding Schools for more than 3 years, 39% studied for 2 to 3 years, 13% studied for 1 to 2 years, and 14.6% never studied in Boarding Schools.
7. The seventh question revealed that 47% frequently took courses, 37% often took courses, 14.61% rarely took coursec, and 1% never took Arabic courses.
8. The eighth question revealed the frequency of teachers ask students to speak Arabic: 48% very often, 37% often, 14.6% rarely asked, and 0% never asked.
9. The ninth question revealed that during Arabic classes, 46% very often learn the rules of language rather than using these rules to be used in the process of speaking Arabic, 38% often, 16% rarely study the rules but speak Arabic more often.

#### *Data Description of Arabic Language Competence*

The researcher was divided the competency data into 3 parts, namely high, medium and low. High competence was data obtained from students who are classified as intelligent, medium competence was data obtained from students that are classified as sufficient, and low competency was data obtained from students who are classified as weak.

The benchmark for reference in determining these three groups is as follows:  $M + 1 \text{ SD}$  and  $M - 1 \text{ SD}$ . From this reference, the researcher obtained data as follows:<sup>22</sup>  $M + 1 \text{ SD} = 80.16 + 1 (0.382) = 80.54$  while  $M - 1 \text{ SD} = 80.16 - 1 (0.382) = 79,778$ .

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<sup>22</sup> Sugiyono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008), 176.

Based on these references, there were 35 students with high competence, 23 students with moderate competencies, and 31 students with weak competencies.

*Description: Motivation in Arabic*

In this study, the researcher used several indicators of the realization of motivation, both intrinsically and extrinsically. The data obtained on the motivation of learning Arabic are as follows:

1. Answers from the first question revealed that 21% of students speak Arabic very often since they studied at PBA UIN Raden Fatah Palembang, 54% often speak Arabic, and 25% are hesitant.
2. Answers from the second question revealed that 28% of students strongly agree with the notion that the most important thing is to speak Arabic even though they make mistakes in using grammar, 48% agree, and 23.5% are hesitant.
3. Answers from the third question revealed that 36% of students are very satisfied when they have the opportunity to speak Arabic with fellow students, 57% are satisfied, and 7% are hesitant.
4. Answers from the fourth question indicated that 27% of students strongly agree to ask questions with Arabic sentences if they do not understand the utterances spoken by the lecturer, 52% agree, and the other 21% rarely.
5. Answers from the fifth question indicated that 37% of students very often answer questions from lecturers using Arabic, 44% often, and 19% rarely.
6. Answers from the sixth question indicated that 46% of students strongly agree to speak Arabic bravely, 43% agree, and 11% were hesitant.
7. Answers from the seventh question indicated that 43% are very challenged to speak Arabic, and 57% agree.
8. Answers from the eighth question indicated that 43% strongly agree with the notion of Arabic being very interesting, and 57% agree.
9. Answers from the ninth question indicated that if the lecturer is unable to attend, 49% of students usually discuss with friends using Arabic, 37% often, and 13% rarely.
10. Answers from the tenth question indicated that 36% of students strongly agree if the campus environment encourages them to speak Arabic, 51% agree, and 12% doubtful.
11. Answers from the eleventh question indicated that 43% of students feel the lecturer very often gives an encouragement to speak Arabic, 46% often, and 11% rarely.
12. Answers from the twelfth question indicated that 41.5% feel very happy if they get a gift or praise from the lecturer, 51.6% are happy, and % are hesitant.



13. Answers from the thirteenth question indicated that 55% of students feel very happy if they know the purpose of giving the Muhadatsah materials from the lecturer, 39% are happy, and 6% are hesitant.
14. Answers from the fourteenth question indicated that 55% of students are very happy if they can communicate with native speakers, 38.2% are happy, and 7% are hesitant.
15. Answers from the fifteenth question indicated that 56% of students strongly agree that by it will be easier to get a job if they have the ability to speak Arabic, 38% agree, and 6% are doubtful.
16. Answers from the sixteenth question indicated that 55% of students strongly agree that the ability to speak Arabic would make them travel the world, 39% agreed, and 5% are hesitated.

### *Data Analyses*

Data analyses in this study were divided into two phases, the first phase was the phase of testing the quality of data collection instruments, the second phase was the testing the results of data collection consisting of classic assumption tests, hypotheses testing, prediction tests, and difference tests.

#### *First Phase: Test of Validity and Reliability*

In testing the validity of the background instrument, the researcher obtained values of 0.221, 0.486, 0.459, 0.584, 0.575, 0.667, 0.655, 0.683, 0.668, and 0.611. All of the nine items were above 0.207, and therefore, it can be concluded that the instrument on background information is valid.

In the Arabic language questionnaire, the researcher prepared 16 questions and resulted the values of 0.284, 0.275, 0.315, 0.487, 0.452, 0.542, 0.443, 0.638, 0.550, 0.442, 0.446, 0.328, 0.546, 0, 708, 0.725, and 0.748. Therefore, all items of the motivational instrument are valid because they are above 0.207.

Reliability testing, for both the instrument on background information and motivation, has reliability coefficients of 0.8 which showed that both questionnaires are reliable.

#### *Second Phase: Classic Assumption Test*

From the normality test, the researcher obtained p of 0.2 for instrument on background information, 0.082 for Arabic language competency data, and 0.091 for Arabic language motivation data. The third data is higher than 0.05, and therefore it can be concluded that the three data are normal.

The next test is the linearity testing. From the test results, it can be seen that f-count is 2.235 with p or significance of 0.08. Therefore, it can be stated that the relationship between Arabic and background motivation is linear because p is critical = 0.08 > 0.05. While the relationship between language motivation variables and

Arabic language competence obtained f-count 2.448 with p equal to 0.11. Therefore,  $p > 0.05$  showed that the relationship between the two variables is linear.

The third test is regression to find out the correlation between the independent variables. The calculation of the regression revealed that educational background and Arabic language competence does not occur multicollinearity, because both variables have a tolerance value of 0.291 which is higher than 0.01; while the VIF value is 3.431 which is around number 1 and does not exceed the number 10.

The fourth test is heteroscedasticity test, the significance value of the background and competency variable based on the coefficient table is 0.864 and 0.251. These two values are  $> 0.05$  which shows that the confounding variable in the regression equation does not have the same variance, and therefore, the regression test is declared valid as a forecasting tool in detecting the attachment between the three variables.

### *Hypotheses Testing*

The correlational test shows that educational background and Arabic language motivation has a correlation of 0.593 with a significance level of 0.00, while the educational background and Arabic language competence has a correlation of 0.581 with a significance level of 0.00. This proves that between the educational background and Arabic language competencies have a positive and significant correlation toward the Arabic language motivation of students of PBA UIN Raden Fatah Palembang.

### *Prediction Test*

The value of multiple correlations between educational background and Arabic language competence on language motivation is 0.612. Then,  $r$  is compared with  $r$ -table both from the significance level of 1% and 5% which is 0.270 and 0.207, then it can be stated that the two variables have strong, positive and significant influences.

Of the three research variables, R-Square obtained is 0.375 or 37.5%. Therefore, it can be concluded that the two variables can influence the motivation of PBA students to speak at 37.5%.

### *Difference Test*

Educational background variables have t-count of 2.256 with a significance of 0.027, while the Arabic language competency variable has t-count of 1.783 with a significance of 0.078. Both of these variables when compared with t-table atdb of 88, both educational background and Arabic language competence have an influence on motivation in Arabic.

The next test is the f-test, with f-equal to 25,813 with a significance of 0,00. Because f-count is higherthan f-table, the educational background and Arabic language

competence have a positive effect on motivation of PBA Study Program students of UIN Raden Fatah Palembang.

### *Interpretation*

The influence of educational background on motivation in Arabic language competence can be proven by comparing t-count (2,256) and t-table at 1% and 5% (1,671 and 1,296), so that  $1,296 < 2,256 > 1,671$ .

From the questionnaire distributed, it can be concluded that educational background of the students of PBA UIN Raden Fatah Palembang has a positive transfer element, which from the learning outcomes before they enter the college world allows them to accept better learning situations and conditions in the level of further education that students will take. This transfer certainly has the full support of the teachers who always facilitate learning.

Students also experience lateral transfers which can be seen from the number of students who get the best scores in Arabic subjects. If it is associated with positive transfers then it is appropriate for students to obtain lateral transfers, because the transfer is obtained if students have a school condition that fully supports Arabic learning.

Both of these transfers indicated significant influence on students' language motivation. When viewed from the position of background originating from the outside of the student, the motivation that arises is extrinsic motivation, but it cannot be denied that intrinsic motivation can arise as long as students interact intensely with Arabic.

One indication of the relevance of transfers to student language motivation is when a special motive arises in speaking Arabic, which Sardiman defined as cognitive motive. This motive shows intrinsic symptoms, namely concerning individual satisfaction. Individual satisfaction that resides in human and is usually a form of mental processes and products. This process is realized by the activity of speaking Arabic in everyday life and the emergence of feelings of confidence in using Arabic. This is a result of intellectual development experienced by students since they were in elementary and secondary school.

Extrinsic motivation indicated can be seen from the desire of students to get prizes from lecturers as a form of appreciation for the hard work that has been done, then the desire to be able to interact with native speakers, and even to travel around the world.

The influence of Arabic language competence on motivation in Arabic can be proven by comparing t-count (1.783) and t-table of 1% and 5% (1,671 and 1,296) so that  $1,296 < 1,783 > 1,671$ .

Grammar is a compulsory subject that must be studied in each Islamic boarding school that carries the jargon that santri must be able to have the

competence to dissect classical texts that contain religious teachings which can later be implemented in daily life.

Not only that, the deepening of nahwu is quite strong when students learn Arabic. This can be seen from the number of nahwu content contained in Arabic textbooks that are used for non-Islamic boarding schools.

The understanding that nahwu is the key to learning languages has not been completely eliminated. As a result, if the teacher cannot optimize time in using the rules, then nahwu is a compulsory subject that only becomes a temporary study, without ever having applied studies.

In this study, nahwu competency turned out to have participated in influencing students' motivation in speaking Arabic, this was evidenced by the indication of students who always had the motive to keep speaking Arabic even though there were errors in the rules of nahwu. According to Hamalik,<sup>23</sup> cited in Mc. Donald, that motivation is a change in energy in a person that is characterized by the emergence of feelings and reactions to achieve goals.

The purpose referred to this case is certainly the ability to speak Arabic, so that with the nahwu competence possessed by students it can be ascertained that students will also have "energy" to be able to express it in conversation.

The educational background and Arabic language competence influences motivation in Arabic language learning. This can be proven by comparing f-count (25,813) with f-table (3,11), so that  $25,813 > 3,11$ .

After students went through the phases of Arabic language learning, either starting from the critical phase or the adult phase, at least students will have their own experience in Arabic, that experience will later be used as "energy" for students to speak Arabic.

During the learning process, students will certainly be provided with material, the provision is certainly different and adapted to the students' intelligence in understanding some of the patterns in learning. With this provision, students will have different motives in expressing their thoughts in Arabic.

From the struggle between the transfer processes held by students since they learn the language with the competencies possessed by each student, this study proves that there is a positive and significant influence on motivation in Arabic language learning, while the motivation that can arise in the struggle process is divided into two the parts, they are: intrinsic and extrinsic motivation.

Intrinsic motivation of PBA Study Program students can be seen from several indications as follows:

- 1) Frequently speaks Arabic since studying at PBA Study Program UIN Raden Fatah Palembang.

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<sup>23</sup> Omar Hamalik, *Kurikulum dan Pembelajaran*, 106.

This indicator shows that PBA students have special motives in speaking Arabic, which Sardimandefined as cognitive motives.

- 2) Continuously try to speak Arabic, even though at first they often experience language errors.

This indicator shows that students have a high motive to be able to develop their language by speaking. Hamalik,<sup>24</sup> cited in Mc Donald, argue that motivation is a change in energy in a person that is characterized by the emergence of feelings and reactions to achieve goals.

- 3) Very satisfied if given the opportunity to speak Arabic with peers.

This indicator shows that students have high motivation, this is with the emergence of feelings. Initially in the form of psychological tension, then in the form of an emotional atmosphere, this emotion causes motives. When students are given the opportunity to speak Arabic, students are sure to be very enthusiastic because they want to be able to be trained to use Arabic together with their peers.

- 4) Actively ask questions by using Arabic.

This indicator shows that students have high perseverance. Morgan, cited in Sardiman argued that "A difficulty or obstacle, may be flawed, might lead to a sense of inferiority, but this is an encouragement to seek compensation with diligent and extraordinary effort, so that excess/excellence is achieved in a particular field". This persistence certainly stems from the desire of students to be able to participate in interaction in the classroom using Arabic, one form of such interaction is to actively ask questions in class.

- 5) Actively respond to lecturer's questions by using Arabic.

This indicator shows that students are not only actively asking questions using Arabic but also responding to questions given by lecturers. From various studies, it has been clearly proven if motivation will always produce achievements, because if a person likes a particular lesson then he will try to have his book, complete his notes so that these subjects can be learned in a relatively very short time.<sup>25</sup>

- 6) Dare to express thoughts in front of the class.

This indicator shows that students have a high ability to express thoughts in front of the class. This motive of courage is an objective motive that is related to the needs of students in exploring their abilities.<sup>26</sup> The more often this ability is honed and explored deeper, certainly this will further hone students' skills in speaking, and if it is good enough then courage will also complement this motive in learning.

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<sup>24</sup> Omar Hamalik, *Kurikulum dan Pembelajaran*, 106.

<sup>25</sup> Syaiful Bahri Djamarah, *Psikologi Belajar*, 152.

<sup>26</sup> Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta: PT. Raja Grafindo Persada, 2016), 86.

7) Own a high sense of curiosity.

McClelland states that individuals who have a need for achievement are those who try to find challenges and difficult tasks, and able to do it well, expect possible feedback, and also not easy to feel bored with continuous success.

8) Having the assumption that Arabic is very interesting.

According to Morgan,<sup>27</sup> this is very important for students, because the act itself contains a joy for them. A learning activity will succeed if accompanied by joy.

9) Creative

This indicator shows that students possess high creativity by utilizing time so that they are always productive, especially when speaking Arabic. This is a manifestation of self-enhancement in the surrounding environment, with this form of self-actualization, it will certainly develop the expected competencies.

The extrinsic motivation obtained by PBA Study Program students during learning is as follows:

1) Support from the Environment

In a learning environment, a conducive environment is the first absolute thing that students must have. Bandura learning theory emphasizes that the cognitive components possessed by students are influenced by environmental climates.<sup>28</sup>

2) Motivation from Lecturers

A student's need to learn is his desire to master a number of knowledge. To accomplish these, then these needs will be used by the teacher to lure students to love learning.<sup>29</sup>

3) Prizes/Praise from lecturers

Penalties are still applied to dismiss students' behavior, so that errors are not repeated a second time. The praise is a form of appreciation for work performance. Although both must always exist, praise should be given more often than punishment.<sup>30</sup>

4) Directions about the learning objectives of the lecturer.

To achieve the excellent Arabic language learning, it is necessary for the lecturer to explain the objectives in detail. With this aim, students will be encouraged to speak Arabic because they have clear directions about what is being studied.

5) The opportunity to communicate with native speakers.

Native speakers or people who have foreign languages are being studied by students, certainly, have a different language pattern with people who learn languages.

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<sup>27</sup> Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, 78.

<sup>28</sup> Nuriman Abdullah, "Analisis pengaruh iklim lingkungan terhadap motivasi belajar santri dayah berbasis long life learning di Aceh", *Jurnal Unsyiah*, Vol 8. No. 2, 2014.

<sup>29</sup> Syaiful Bahri Djamarah, *Psikologi Belajar*, 152.

<sup>30</sup> Syaiful Bahri Djamarah, *Psikologi Belajar*, 152.

Therefore, the opportunity to be able to communicate natively is a rare opportunity in a language learning process. Gardner, cited in Mastuti, classified this desire with an integrative orientation.<sup>31</sup>

6) Job opportunity.

Work is also one of the factors that makes students want to use Arabic. Viewed from the type of orientation proposed by Gardner, this orientation indicates that the motivation of Arabic students in PBA is influenced by practical goals.

7) Arabic makes it possible to travel the world.

Traveling around the world is the ideal of most people in their lives, in order to achieve this there is a need for carrying capacity in its implementation. From these indicators, it appears that students have instrumental orientation, because traveling around the world is a practical goal.

## Conclusion

Based on data analysis related to educational background, Arabic language competence, and Arabic language motivation obtained through questionnaires and documentation, some conclusions are drawn as follows: 1) There is a positive and significant influence on educational background and the motivation of students of PBA Study Program of UIN Raden Fatah Palembang; 2) There is a positive and significant influence on Arabic language competence and the motivation of students PBA UIN Raden Fatah Palembang; and 3) There is a positive and significant influence of Arabic language background and competence on the motivation of students of PBA UIN Raden Fatah Palembang.

This study has attempted to explain the variations of motivations among students from different educational background and their competencies in nahwu. These findings may be useful in constructing concept the language area around the university. This language area can increase the student's motivation to speak more often than before because they have much time and places to share their knowledge and experiences with others.

This study has showed that the students who studied in boarding school also have a chance to speak Arabic as same as students who studied in boarding school. That is why the Arabic language can be studied by many students in different school, not only in Islamic school but also in general school too. From these conclusion, the study told that if the Arabic language can be learned by many diiferent student in many kind of school, because it can increase the capability of indonesians population to speak Arabic in young age.[]

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<sup>31</sup> Endah Mastuti, "Problema Pembentukan Karakter Ber-bahasa Asing Dikalangan Mahasiswa Program Studi Pendidikan Bahasa Inggris", 187.

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