Teachers' Understanding of Psycholinguistic and Its Relation to Arabic Teaching Method in Modern *Pesantren*

Nurhamim[1], Dina Indriana[2], Achmad Yani[3]
[1][2] Universitas Islam Negeri Sultan Maulana Hasanuddin Banten, Indonesia
[3] Universiti Islam Sulthan Sharif Ali, Brunei Darussalam
Corresponding E-mail: nurhamim@uinbanten.ac.id

Abstract

To enhance the quality of language learning, one should be able to deliver the material in the most effective and suitable method. This research aims to determine the relationship between psycholinguistics and learning methods. Psycholinguistics is an applied language science that plays a prominent role in planning language teaching. The implications of psycholinguistics are seen in the teacher's ability to manage teaching with learning methods, curriculum implementation, and selection of teaching materials. Psycholinguistics in the curriculum provides the basics for teachers in formulating objectives for teaching. The method in this research uses a quantitative type of research to determine the relationship between psycholinguistics and language learning methods. The results of the research show that the sig value is 0.000 <0.05, which indicates that there is a positive relationship between psycholinguistics and learning methods.

Keywords: *Connectivity, Psycholinguistic, Teaching Method, Pesantren*

Introduction

Arabic is one of the major languages that continues to develop like other languages. This is influenced by the culture that exists in a society. Linguists know how Arabic has developed over time. During the *Jahiliya* era, Arabic was used by the Arab tribes who lived separately one another.

There are two major group in the region; *Hijaz* Arabic and *Najdiya* Arabic. *Hijaz* Arabic influences the western region, and *Najdiya* Arabic influences the eastern region. Relations between tribes are through trade, however the language they used were according to their respective tribes; this is because they are proud of their tribe's language model, so they do not speak Arabic from other people's tribes. However, with development and dynamism, they began communicating using others' dialect. When they performed the Hajj, they met numerous people from different places, so they used

various dialects of Arabic (Ismail, 2016). Linguists divide six historical periods of the development of the Arabic language, namely the period of *Jahiliya*, the early Islamic period, the Umayyad period, and the Abbasid period, after the 5th century H Arabic, and contemporary Arabic (Arifin, 2016).

The development of the Arabic language was enormously rich, along with the golden age of Islam, which lasted around one millennium (Dajani, 2015). The development of the Arabic language cannot be separated from Muslims' study of the Qur'an. Thus, it has a good impact on the development of the Arabic language today.

Arabic as a second language experiences several difficulties in learning. These difficulties can be seen in the word choices, the difficulty of choosing forms, and the difficulty of determining speaking rules (Zainuri, 2019). With the development of knowledge, teachers must be selective in choosing learning methods to help them explain a second language. Teachers in teaching language need auxiliary knowledge to create more effective learning activities. One of the auxiliary sciences in teaching foreign languages is linguistics.

Language has a vital role in life. Language has several functions, namely ideational, interpersonal, social, and textual. Of these several functions, humans cannot be separated from language. Without language, humans cannot interact with others. Therefore, language has a strong influence on society. Language is not only for communicating but can also be used as capital for human needs (Khasanah, 2016).

In Indonesia, Arabic is studied as a foreign language. Because of the importance of Arabic, this language is studied in several public and private universities. Be it in terms of Arabic literature or in terms of learning Arabic. Foreign language learning has the same spirit as language learning (Wucherer & Reiterer, 2018), including learning Arabic. So, materials, approaches, methods, or strategies have an important role. This concerns foreign language teachers because Arabic is a foreign language in Indonesia.

In learning Arabic, students will be taught phonology, morphology, syntax , and semantics. This is different from the mother tongue, which can be acquired naturally. The process of language acquisition, according to Nana Jumhana (2014), provides an overview of the development of one of the most important functions in humans, and the study of language acquisition is the most crucial main topic in psycholinguistics (Jumhana, 2014). The process of language acquisition according to functional theory is language input, language processing, and language output. Language input can be processed and given meaning without regard to structure (Muradi, 2016).

Arabic as a foreign language means that students are likely to experience obstacles in the learning process (bin Samah et al., 2016). Teachers need to minimize these obstacles, including using appropriate learning methods to teach Arabic language material effectively and efficiently. A method is used to implement plans that have been prepared in activities so that the goals that have been designed are achieved optimally (Alhirtani, 2019; Syahruddin, 2015). Because methods are tools for presenting lesson material to achieve the teaching objectives that will be conveyed to students (Hamid et al., 2008; Muspawi et al., 2017), Arabic language teachers must be selective in choosing

and using learning methods that are appropriate to the teaching material, according to learning objectives, evaluation tools, and so on.

Teachers must be aware of developments in the world of pedagogy, where teachers must be able to become facilitators and capture the various needs and tendencies of students' conditions (Aigerim, 2023). So, apart from understanding learning methods, Arabic teachers also need knowledge to help create an effective learning process. One of the essential factors in learning Arabic is psycholinguistics.

Psycholinguistics studies how the human mind works and its relationship with the way humans acquire, use, understand, and produce language (Ellis, 2019; Purba, 2018; Vasyliuk et al., 2020; Vokhidovna, 2022). The science that studies language behavior and how language is acquired. The scope of psycholinguistics is language acquisition and language use, language production, language processing, coding processes, the relationship between language and human behavior, and the relationship between language and the brain.

Attitudes and traits in learning can be understood through psychology, while linguistics can formulate language-related concepts (Purba, 2018); this makes psycholinguistics very crucial in language learning. Conditions where students have different individual abilities are common in language learning class (Prihartini et al., 2020). So, understanding and recognizing students' psychological conditions, both desire, mental and physical, can help the learning process itself (Kizi & Burliyevna, 2021). Therefore, teachers as educators can apply psycholinguistic theory to learning strategies in the classroom.

Learning activities consist of teaching activities carried out by the teacher and learning activities carried out by students to gain knowledge through the stimulus provided by the teacher. Learning is a process to support students to learn well. Learning activities are not just about teaching but also require effort from a teacher to arouse interest and motivation and polish student activities so that teaching and learning activities become more fun and exciting (Hermawan, 2011). According to Susilana and Riyana, learning is an activity that implies a person's efforts to acquire knowledge, skills, and positive values by utilizing various sources for learning. Learning can involve two parties: students as learners and teachers as facilitators. The most important thing in learning activities is the learning process.

The study of linguistics and psychology has become an interesting trend in recent decades (Tagarelli & Grey, 2018). Previous researchers have carried out several studies. Muhamad Busro, in his research on psycholinguistic studies, research tools, strategies, and use of research methods, resulted in psycholinguistic studies as a way of language acquisition, language processes in communication, language performance or behavior, and language learning. There is a similarity in this research that focuses on psycholinguistics, but the difference with is that the current study seek what psycholinguistics has to do with how teachers can use several methods or theories, such as those in psycholinguistic theory and use language learning methods (Busro, 2016).

Saepudin's research results explain linguistic theory and psychological theory in language learning. Linguistic theory and psychological theory can influence educators'

points of view in teaching first or second languages. Linguistic theories include structuralism and transformational theories, while psychological theories include behaviorism, nativism, cognitivism, functionalism, constructivism, humanism, and cybernetics (Saepudin, 2018).

Meanwhile, Hakim Syukri Alhamda, in his article, explained that linguistics has a role in the development and learning of Arabic in the modern era. The language learning process requires knowledge of the principles of linguistic problems. A language teacher cannot do their duties effectively and efficiently without understanding and knowing about language science. Moreover, the language taught to students is not their mother tongue, but a foreign language, Arabic. With this research, it is hoped that teachers will be able to teach language skills to educators (Alhamda, 2022).

Dinni Masyitoh explained that pedagogical linguistics significantly contributed to improving the quality of Arabic language learning in schools by improving the syllabus or lesson plan. Improving the quality of Arabic language learning makes it better and more effective (Lindrianawati, 2021).

From the background, the researcher considers it necessary to study and research the connection between psycholinguistics and Arabic language learning methods in modern *Pesantren* (Islamic Boarding School).

Method

Research methods are scientific ways to obtain data with specific purposes and uses (Sugiyono, 2016). In this research, quantitative research was used. Quantitative methods are empirical research that uses numerical data in data collection and analysis. The characteristic of this research is objective numerical data. Specifically, this research was conducted using a correlational design. The design is a non-experimental design intended to see the association between variables (Creswell, 2014), in this case, teachers' understanding of psycholinguistics and their method of teaching Arabic in class.

The data collection techniques used in this research were observation, interviews, and questionnaires. The participants of this research were Arabic teachers in Modern *Pesantren* in the Banten provinces. The instruments were developed to explore aspects including teachers' understanding of psycholinguistics, the teaching development process method, and the teaching method's application in class.

Meanwhile, the data analysis uses statistical tests, therefore all data obtained from the data collection process were converted into numerical. To determine the relationship between variables, the researcher used the Pearson Product Moment formula due to the characteristics of variables (Sugiyono, 2007).

Result and Discussion

Results of discussion in research regarding the connection between psycholinguistics and Arabic language learning methods in Modern Islamic *Pesantren* (Islamic boarding school). This research focuses on teachers' understanding of teaching a second language (Arabic) and the connection between psycholinguistics and Arabic language learning methods in modern Islamic *Pesantren*. This research was conducted at

a modern Islamic boarding school in Banten by looking for informants who met the criteria determined in this research.

In searching for and collecting information regarding the research, researchers used descriptive and inferential quantitative methods, namely correlational, to find out how closely there is a relationship between psycholinguistics and learning methods.

At the analysis stage, the researcher carried out a list of questions used for interviews with informants as data collection, which was then analyzed to find out how the teacher understood teaching a second language (Arabic). Apart from that, statements are used in questionnaires to informants as data collection, which is then analyzed to find the connection between psycholinguistics and Arabic language learning methods in modern Islamic *Pesantren.*

Theoretically, there are three points in psycholinguistics: language production, perception, and acquisition (Yang & Liang, 2018). These three things need to be understood by someone who teaches and learns languages, including Arabic. Moreover, foreign language learning, especially at the beginning of learning, will be related to how students can acquire language (language acquisition).

Psycholinguistics as language psychology, which plays a role in language teaching, focuses on applying language and language communication. Psycholinguistics can simply be interpreted as studying human language and the human mind. In psycholinguistics, there are important processes that are investigated, namely language production, language understanding, and language acquisition.

Teachers' Understanding of Arabic Learning

Learning Arabic at school is one subject requiring extra attention, considering that many students lack interest in Arabic, which results in the need for teacher creativity in the teaching and learning process. This aligns with the interviewee's answer, who said he always tries to choose innovative methods in learning activities. Methods are the most essential part that must be considered when compiling learning tools. Apart from that, for students to achieve language learning goals, teachers must understand how to teach this foreign language to make it easy for students to understand and apply. Based on this, teachers must deeply understand psycholinguistics, the science discussing how language is acquired.

In line with what Chaer stated, language acquisition is a process in a child's brain when he acquires his first language or mother tongue. Language acquisition is usually distinguished from language learning. Language learning is related to the processes that occur when a child learns a second language after he has acquired his first language. So, language acquisition is concerned with the first language, while language learning is concerned with the second language. Language learning is one of the complex human problems; language activities occur mechanistically and mentally. The teaching and learning process must be interconnected, where physical, social, and mental activities are interrelated (Malikovna et al., 2022). Regarding language learning, linguistic studies must be complemented by interdisciplinary studies between linguistics and psychology, commonly called psycholinguistics.

Learning itself is a system. This means that learning is a unit consisting of various components that support each other. Therefore, the success of learning will be determined by the components involved in the learning. Currently, the availability of learning methods is considered most effective in the learning process (Abdurakhimovna, 2020). Likewise, these components must be considered for language learning to be successful. The statement above suggests that in learning, especially language learning, it is not only the teacher and language learning materials that must be considered; students must also be considered for learning success.

The following is data from a questionnaire regarding teacher understanding in teaching Arabic:

1) Understanding the basic principles of learning methods. Teachers need to know the basic principles of learning methods so that later, they don't make mistakes in choosing the method for learning. Many learning methods teachers can use in delivering lesson material. Therefore, every teacher who will teach is expected to be able to choose a suitable method. The use of a learning method must carefully paying attention to the following things:
   a. The method used can arouse students' motivation, interest, or passion for learning;
   b. The methods used can guarantee the development of students' personality activities;
   c. The method used can provide opportunities for students to realize their work;
   d. The method used can stimulate students' desire to learn further, innovate, and explore;
   e. The method used can educate students in self-study techniques and how to gain knowledge through personal effort;
   f. The method used can eliminate verbal presentations and replace them with accurate and purposeful experiences or situations;
   g. The method used can instill and develop the central values and attitudes expected in good work habits in everyday life.
   The results of the questionnaire distributed to several Arabic language teachers stated that having an understanding regarding the choice of method was the answer they chose most with everyone's level of understanding. They always tried to choose innovative methods, so students did not feel bored.

2) Psycholinguistic Understanding

   The emergence of psycholinguistics has been around since 1952, when the Social Science Research Council in the United States invited three linguists and three psychologists to hold an interdisciplinary conference. Formally, the term Psycholinguistics was used since 1954 by Charles E. Osgood and Thomas A. Sebeok in their work entitled Psycholinguistics, A Survey of Theory and Research Problems. Since then, the term has been used frequently. Psycholinguistics is an interdisciplinary relationship between Linguistics and Psychology.

Therefore, in discussing the meaning of Psycholinguistics, the author will base it on understanding these sciences. The word psychology comes from Greek, namely from the root words *psyche*, which means soul, spirit, and *logos*, which means science. So, etymologically, psychology means the science of the soul. The definition of psychology as a science of psychology was used when psychology was still in or was part of philosophy; even in our literature in the 50s, psychology was commonly used. For various reasons (for example, the connotation that psychology directly investigates the soul), the term psychology is no longer used.

Psycholinguistics studies mental mechanisms in people who use language, both when producing and understanding speech. In the use of language, there is a process of changing thoughts into code and code into thoughts. In this relationship, Osgood and Sebeok (Pateda: 1990) state that psycholinguistics deals directly with the processes of encoding and decoding as they relate to states of communicators '; psycholinguistics refers directly to the processes of coding and understanding codes such as messages conveyed by people who communicate.

Psycholinguistics is a science that studies visible and invisible behavior in language. In psycholinguistics, the relationship between the nature of the human brain and the acquisition of human language is discussed. Psycholinguistics also discusses mental processes in language use. Before using language, humans begin with language acquisition. Psycholinguistics also studies the relationship between language and human behavior and reason and studies the language skills acquired by humans. How humans also form language after humans acquire language. With psycholinguistics, a teacher can teach language by using psychological processes that take place when pronouncing several sentences that are heard when communicating, as well as human language abilities.

Based on these statements, many respondents answered that they always pay attention and study psycholinguistics continuously to provide easy understanding when learning occurs because it relates to how students acquire language.

Correlation between Psycholinguistics and Arabic Language Learning Methods in Modern Islamic Pesantren

Psycholinguistics, a science that studies how students acquire language, cannot be separated from learning methods, especially Arabic subjects, a foreign or second language, where both are closely related in the learning process.

In principle, learning methods are the spirit of conveying knowledge and learning abilities (Haron, 2013). Language learning methods are diverse. So, a teacher must be astute in choosing the learning method. It must be noted that no method is most correct and suitable for use in all conditions, students, or society. So, when choosing a method, teachers should consider the following things:

a. Objectives of learning Arabic
b. The society or environment in which the learner is located
c. Student level in Arabic learning (beginner, intermediate, advanced)
d. Learner characteristics

e. Learner's first language

Arabic language learning methods can be divided into two types: first, Arabic language learning methods focus on "Language as a culture of knowledge," so learning Arabic means learning in depth about the ins and outs of the Arabic language, both grammatical aspects and syntax (*qawâ'id al-nahwi*), morphemes/morphology (*qawâ'id al-sharf*), or literature (*adab*). Second, modern Arabic language learning methods are goal-oriented where a language as a tool. This means that Arabic is seen as a communication tool in modern life, so the goal of learning is the ability to use active and passive language.

A finding in this research is that there is connectivity when students interact and use different interactional types. The psycholinguistic approach in this research focuses on what students know, when and how they speak to obtain that knowledge, and how it is used. The central approach of psycholinguistic theory is how students learn language biologically and the transformational rules that enable students to understand language. This means that developmentally appropriate instructions from teachers must be considered in language learning.

Psycholinguistic theory has explained the mental processes that occur in the human brain while a person produces and perceives language. Language perception includes listening and reading activities, while language production includes speaking and writing activities. Below, we will explain some of the benefits of psycholinguistics.

1. Psycholinguistic Approach and Listening Skills

   Psycholinguistic researchers have shown that intrinsic and extrinsic difficulties must be overcome in teaching listening to achieve high-quality listening activities. Intrinsic difficulty refers to the speed of speech, the number of unknown words, and the priority of knowledge about the topic. Extrinsic difficulties refer to the student's interest, motivation, purpose of the listening activity, and noise in the environment. Psycholinguistic knowledge will help teachers reduce difficulties' intrinsic and extrinsic nature. Teachers can prepare listening texts on topics familiar to students, consisting of 100 words and ten new vocabulary items. Teachers also think about reading speed and environmental noise. In addition, teachers can increase student interest and motivation by designing interesting and comfortable classes.

2. Psycholinguistic Approach and Reading Skills

   The psycholinguistic approach uses a text-based approach as a case of bottom-up processing to emphasize comprehension activities and dawn processing to emphasize that understanding lies primarily in the student's knowledge base. Bottom-up processing occurs when a person tries to understand language by looking at the individual meanings or grammatical characteristics of the most basic units of the text and moves from these to try to understand the entire text. Top-down language processing occurs when students use background information to predict the meaning of the language they are intended to read. Instead of relying on actual words, students develop expectations about what they will read and confirm or deny them as they read. This theory emphasizes

that understanding the meaning of a text essentially relies on students' prior knowledge. Psycholinguistics helps students to reduce difficulties in reading activities by arousing students' interest in reading texts. Teachers must provide authentic and contextual reading material because if students are not adequately exposed to authentic material, they may fail to see its relevance to the real world.

3. Psycholinguistic Approach and Writing Skills

Psycholinguistics helps in understanding students' mistakes in writing. This has a clear contribution to spelling errors because, in the language, words are not spelled the way they sound. This case is complex because storing the spellings of words and retrieving them on demand is very difficult. The psycholinguistic approach shows that there are writing errors caused by agraphia, which must be appropriately treated. Psycholinguistics helps find interesting topics to write about and reduces the difficulty in writing. This helps to determine the level of writing and type of writing.

4. Psycholinguistic Approach and Speaking Skills

The psycholinguistic approach has control that can be applied in teaching speaking as a skill. This has determined some difficulties in speaking, such as student-oriented difficulties. Psycholinguistics also explains that personality, such as introverted and extroverted students, influences student performance in learning language. Speech defects such as voice disorders, stuttering, and disarticulation are also psychologically caused by personality factors. Some traumatic disorders, such as aphasia and autism, are caused by localized damage. Therapy and counseling practices are recommended for these difficulties. Thus, investigating psycholinguistic approaches has solved almost every language learning difficulty. With this knowledge, teachers can apply appropriate techniques to teach speaking skills by considering the learner's condition and finding interesting topics to discuss in speaking class, said one respondent. The psycholinguistic approach to the language teaching method is an approach to language teaching consisting of theories about the nature of language and language learning. Language teaching methods are the concretization of language teaching approaches.

The conclusion from the discussion above is that psycholinguistics and language learning methods have a connection/relationship because having a learning method that is always based on psycholinguistics can make it easier for students to understand what the teacher is saying.

To see whether there is a connection between psycholinguistics and learning methods, correlation data analysis is used using SPSS. The following is a table of the analysis results:

Table 1. Correlations Analysis

			Psycholinguistic	Teaching Method
Spearman's rho	Psycholinguistic	Correlation Coefficient	1.000	.570[**]
		Sig. (2-tailed)	.	.000
		N	44	44
	Teaching_Method	Correlation Coefficient	.570[**]	1.000
		Sig. (2-tailed)	.000	.
		N	44	44

[**]. Correlation is significant at the 0.01 level (2-tailed).

From the table above, it can be seen that the sig value is $0.000 < 0.05$, which indicates that there is a relationship between psycholinguistics and learning methods with a positive relationship direction. Of course, several factors can be assumed to explain why a positive relationship with the two variables above can be created. The teacher's ability to understand psycholinguistics can produce a more comprehensive understanding of the learning needs of students at Islamic *Pesantren*. This, of course, has implications for creating more appropriate learning methods.

The findings are also in line with the research of Alhamda (2022) and Lindrianawati (2021) that understanding language sciences positively correlates with the learning process. Though, this research specifically highlighted the role of psycholinguistics.

The findings of this research also align with the principle that the learning methods used must stimulate students' desire to learn further, innovate, and explore. In a sense that can be understood, the internal aspect is an essential aspect of learning methods.

It emphasizes that methods grounded in psycholinguistic principles can improve students' understanding in Islamic Pesantren. Statistical analysis using SPSS shows a significant positive correlation between psycholinguistics and teaching methods. This finding aligns with other research suggesting that language science knowledge positively impacts learning. The study highlights the importance of teachers' understanding of psycholinguistics in developing effective teaching methods that stimulate students' learning desire and innovation.

It thoroughly analyzes the correlation between psycholinguistic principles and effective language teaching, supporting the idea that knowledge in language science significantly benefits the learning process. The study emphasizes that teachers equipped with psycholinguistic understanding can develop more effective teaching strategies, enhancing students' learning experiences. This approach improves comprehension and fosters a desire for learning and innovation among students.

Conclusion

Arabic language teachers in teaching second languages are encouraged to understand several psycholinguistic theories. Studying it will help teachers in carrying out their duties. Arabic language teachers will learn about the acquisition or processing of words by understanding how the human brain recognizes and processes words understanding sentences, namely how humans can understand sentence structures and their meaning. Language teaching methodology is a branch of applied linguistics that focuses on the possibility of linguistic theories being used, utilized, or implemented in the language learning process. In Jos Daniel Parera's language, there is a term called "educational linguistics," defined as a branch of applied linguistics that analyses explicitly and explains the practice of implementing language teaching based on linguistic theories.

In teaching, teachers must understand several learning methods so that the learning objectives can achieve the material presented. Apart from methods, teachers also need to understand several principles in psycholinguistic theory. If the teacher has this understanding, the teacher will easily teach a second language to students. By studying psycholinguistic theory, Arabic language teachers will equip and gain an understanding of the nature of language, language processes, language acquisition, use of language in communication, and others; this can be used as a basis for teachers in using second language learning methods. Apart from learning methods, a linguist can also study aspects of language such as phonology, morphology, syntax, and semantics, so that obstacles are faced. Language teaching methodology is part of the branch of applied linguistics, which focuses on linguistic theories that can be used in implementing language learning.

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