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Exploring the Interplay of Listening, Articulation, and Arabic Language Proficiency among Children in Pesantren

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Abstract

This study aims to analyze the level of Arabic listening and articulation skills and their relationship with Arabic language skills among non-native speakers in children's boarding schools in Lampung Province. The research approach was correlational. The research participants were children of boarding students at Hidayatul Qur'an Islamic Boarding School, Darussalam Islamic Boarding School, and Al-Imam Islamic Boarding School, Lampung Province. The selected respondents were children aged 7-9 years. The data collection instrument was a test. The research findings show the significant value of listening and articulation skills based on gender, age, Qur'an learning experience, the number of memorized Qur'an owned, parental income, and geographical area of residence is 0.000 <0.05. This value demonstrates the significant influence of these variables on children's listening and articulation skills. The analysis results show that the correlation coefficient of the listening ability and articulation ability variables is 0.370 and 0.621, which means that the strength of the relationship between each variable and Arabic language skills has sufficient and robust criteria. Both values are positive, showing that the effect is unidirectional. The significance values of 0.873 and 0.015> 0.05 show positive signs, meaning a significant relationship exists between listening ability and articulation with Arabic language skills. This means the rise will follow increased listening and articulation ability variables in children's Arabic language skills. The calculation result of the coefficient of determination or R square value is 0.725. This implies that listening ability and articulation affect the Arabic language proficiency variable by 72.5%. Other variables might influence the remaining percentage.

Keywords: *Correlation, Listening, Articulation, Arabic, Santri, Children's Pesantren*

Introduction

Arabic language learning for children in *pesantren* (Islamic boarding school) is faced with various difficulties that result in the inability of children to achieve learning objectives. Among the learning difficulties experienced by children stem from boredom, reluctance to learn, and lack of enthusiasm stimulated by learning that is not varied and tends to make them uninterested. Yusuf and Wekke's study shows that children's difficulties in learning Arabic, related to a lack of enthusiasm for learning, have led to a

learning process that is not conducive, and teachers encounter difficulties in managing the class (Yusuf & Wekke, 2015). The learning difficulties faced by children influence linguistic competence (Li et al., 2020).

The difficulty of learning Arabic for children comes from two main problems: linguistic and non-linguistic. Linguistic difficulties include difficulty identifying sounds and articulation difficulties. Difficulties in identifying sounds experienced by children significantly affect their listening and speaking skills (Toki & Pange, 2010). The difficulty of Arabic articulation experienced by children is in phonemes that have no similarities in their mother tongue. In addition, articulation difficulties are also in long and short sounds that are often confused (Almisreb et al., 2016). Non-linguistic difficulties are related to the monotonous teacher-centered learning process and do not provide an active learning space for children (Rahmawati & Febriani, 2021).

So far, studies on Arabic language learning for children examine three main issues. First, studies that see the importance of the role of fun learning strategies by optimizing the use of exciting media can directly affect children's language skills (Alharbi et al., 2021; Al-Jabri et al., 2021; Bakry & Alsamadani, 2015). Second, studies assess that the presence of teachers in the learning process affects children's learning activities in achieving learning goals (Freeman & Richards, 2002; Grundy, 2002). Teachers are essential in providing examples of good language when learning Arabic. Arabic as a foreign language will be difficult for children when teachers do not provide examples. Third, studies that examine Arabic language learning with the Qur'an articulation approach for reading proficiency. From the three previous research trends, strengthening Arabic's listening and articulation dimensions has not been studied thoroughly. At the same time, listening proficiency and articulation studies correlate consistently with methods, strategies, and learning media.

This study complements the shortcomings of the existing studies that have not conducted an in-depth analysis related to listening skills and Arabic articulation in non-native speaker children in Islamic boarding schools. In-depth analysis of listening and articulation skills for children in detail and depth can be the basis for finding alternative solutions to the problem of difficulty in mastering Arabic for non-native speakers. This study implicitly describes the level of listening proficiency and Arabic articulation ability and analyzes the relationship between the two with Arabic language skills.

Learning a second language is crucial from the earliest possible age. Therefore, teaching children Arabic is paramount in second language development (Aziz et al., 2021). Arabic can be acquired through learning in a conditioned environment as a second language (Dalle et al., 2020). Children's vocabulary development can occur quickly with a conditioned second language learning process (Yaakub, 2012). The increase in children's vocabulary will be very fast after they are often exposed to language sounds and articulation (Abu et al., 2018). Moreover, this is understandable because children can master a second language when they listen to it correctly and practice it in the correct articulation.

In the process of learning a second language, there will be interaction between the child and the teacher to achieve the goals that have been set. In this interaction

process, children can learn vocabulary, sentence redaction, and word and sentence structure (Qi et al., 2021). Children's language patterns begin to develop from conversations with people around them. Children's interaction and the surrounding environment make them acquire language models, expand understanding, gain expressive vocabulary, and motivate them to interact with people around them. Children's language development will get good results when they can actively engage in dialogue with the people around them.

Children's language starts with actions or learning experiences and then forms letters and words—children who successfully structure language already have vocabulary as a dominant part of their daily lives. Therefore, an environment supporting language development will help children's language acquisition (Šimůnková, 2013). According to Vygotsky, the child's language and mind are initially unaligned. Because of his interaction with the environment, his language development slowly aligns with his mental development stage. Language and thought can be fused so that the language expressed by the child is an expression of his mind (Mohamad et al., 2018). Naturally, children can master the language by communicating with the people around them. Children will communicate to express their thoughts and desires and understand the thoughts and desires of others. Therefore, the most effective language learning is through interaction and communication.

Listening ability is paying attention to oral symbols by using the sense of hearing to obtain information, capture the content, and understand the meaning of communication conveyed through speech or spoken language (Bao & Ye, 2022). In line with Dat Bao and Yongde Ye, Smith explained that listening ability is a person's ability to digest or understand words and sentences spoken by interlocutors or media (Smith, 1971). From these two definitions, it can be safely stated that listening ability is a person's ability to understand the sounds or utterances of language properly and correctly. To master good listening skills, Mohammed suggests that continuous practice is needed so that listeners receive information through a series of sounds with tones and sound pressures while understanding their meaning (Mohammed, 2022). It often happens that changes in sound then change part or even the whole sentence that is heard. In daily interactions, we encounter question sentences that are delivered in the same form and wording as news sentences but differ in intonation. So, in learning listening skills, children are trained to understand the meaning of sentences through sound elements. Children are also trained to distinguish the main idea and side ideas from the sentences they hear to control the meaning.

Linguistic theory explains that the first language learning is speech. Speech is the sounds of language that are also pronounced and listened to. Therefore, learning a second language must start by strengthening the aspects of hearing and pronunciation before reading and writing (Ambubuyog et al., 2023). Therefore, listening to language sounds is one of children's most urgent learning experiences. So, in language learning, the teacher should start the lesson by listening to letters, words, and sentences. This way, the teacher introduces new words, expressions, and sentence structures (Bao & Ye, 2022). This activity provides a space for familiarization for children and creates learning conditions that can foster motivation.

The difficulty of learning Arabic for children comes from two main problems: linguistic and non-linguistic. Linguistic difficulties include difficulty identifying sounds and articulation difficulties. Difficulties in identifying sounds experienced by children significantly affect their listening and speaking skills (Toki & Pange, 2010). At the same time, the difficulty of Arabic articulation experienced by children is the difficulty in phonemes that have no similarities in the mother tongue. In addition, articulation difficulties are also in long and short sounds that often need clarification (Almisreb et al., 2016). Non-linguistic difficulties are related to the monotonous teacher-centered learning process and do not provide an active learning space for children (Rahmawati & Febriani, 2021).

This study implicitly describes the listening and articulation abilities and their relationship with the Arabic language ability of non-native speaker children. In line with this objective, this study is guided by three research questions: 1) What is the level of Arabic listening ability of non-native speakers in children's boarding schools in Lampung Province? 2) What is the Arabic articulation ability of non-native speakers in children's boarding schools in Lampung Province? 3) Is there a relationship between the ability to listen and articulation with Arabic language skills in non-native speakers in children's boarding schools in Lampung Province? The answers to these questions serve as a discussion that provides an understanding of Arabic listening and articulation skills in solving the difficulties experienced by students in learning Arabic.

Method

This study explored the level of listening and articulation skills and their relationship with Arabic language skills among non-native speaker children in a children's boarding school in Lampung. So, the appropriate research design is a correlational approach. The correlational approach is intended to determine the relationship between listening ability and articulation ability, and its correlation with Arabic language skills. In this study, the relationship between the variables of listening ability and articulation ability is expressed by its contribution with a statistical correlation coefficient. The primary purpose of doing this correlational research is for the researcher to explain the importance of Arabic listening and articulation skills to predict the level of children's Arabic language skills.

The research participants were children of boarding students at Hidayatul Qur'an Islamic Boarding School, Darussalam Islamic Boarding School, and Al-Imam Islamic Boarding School, Lampung Province, Indonesia. The respondents selected were children aged 7-9 years. The respondents were selected based on the Qur'an study group, which had difficulty learning Arabic. The respondents were randomly selected respondents with relatively the same difficulty learning Arabic. In addition to children, teachers and *pesantren* caregivers were also respondents in this study.

Table 1. *Demography Participant*

Demographic		**Total**
Total		**250**
Gender	Girls	165
	Boys	85
Age	7 years	78

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	8 years	69
	9 years	103
Experience of learning the Qur'an	1 year	78
	2 years	69
	3> years	103
Number of Qur'an memorization possessed	1-2 Juz (Chapters)	106
	3-5 Juz (Chapters)	70
	5> Juz (Chapters)	74
Parents' income	< 1.000.000	25
	1.000.000 – 2.000.000	75
	2.000.000 – 4.000.000	50
	4.000.000 – 5.000.000	30
	> 5.000.000	70
The geographic area of residence	City	35
	Village	215

Source: PPHQ, PPDS, and PP Al Imam documentation

From the table above, it can be explained that the sample of this study was selected based on several characteristics, namely gender, age, experience in learning the Qur'an, the number of memorizations owned by the Geographical area of residence, and monthly parental income.

Data Collection Tools

This study aims to collect data on the listening skills, articulation, and Arabic language skills of children participants who meet the predetermined criteria. The data collection tool is a test. The test instrument was distributed to a research sample of 250 children selected using a simple random sampling technique.

Table 2. *Test Guidelines Blueprint*

No	Indicator	Item Number
	Listening Skills	**25**
1	Ability to identify letters	1-4
2	Ability to distinguish adjacent letter sounds	5-8
3	Understand the meaning of vocabulary and phrases	9-14
4	Understand sentences	15-18
5	Understand discourse	19-22
6	Respond to the content of the discourse that is listened to	23-25
	Articulation Skills	**25**
1	Ability to pronounce letters in the *Makhraj* of the oral cavity and throat	1-4
2	Ability to pronounce letters on the tongue *Makhraj*	5-8
3	Ability to pronounce letters on the *Makhraj* of the lips	9-14
4	Ability to pronounce letters in *hams* and *jahr* characteristics	15-18
5	Ability to pronounce *Madd* and *Qashar* letters	19-22
6	Ability to pronounce *Syaddah* and *Tanwîn*	23-25
	Arabic language skills	100
1	Vocabulary	1 -20
2	Grammar	21 – 40

3	Listening ability	41 -50
4	Speaking ability	51 – 60
5	Reading ability	61- 80
6	Writing ability	81 -100

Table 2 of the blueprint above explains that the score on the listening ability instrument and articulation ability on each question is 4. For the test, the score obtained by the child is converted into a score using the following formula.

Score = (Child's score: Maximum Score) x 100

All instruments used in this study have been tested for content validity. The content validity test was conducted with expert judgment and met the valid criteria. The reliability test was carried out using Cronbach's Alpha, which obtained a value on the Test instrument of 0.812, which means that this instrument is valid and suitable for use as a measurement tool.

Result and Discussion

Arabic Listening Ability of Non-Native Speakers Children

The Arabic listening ability of non-native speakers in children's boarding schools in Lampung Province was analyzed based on gender, age, experience of learning the Qur'an, geographical place of residence, number of memorized Qur'an owned, and parents' income.

Table 3. Kruskal-Wallis Test Results of Listening Ability

No	Dimensions	Indicators	Mean	Mean Rank Listening Skills	Sig. Listening Skills
1	Gender	Girls	66.31	13.30	0.000
		Boys	53.49	5.36	
2	Age	7 years	53.28	5.36	0.000
		8 years	58.92	5.78	
		9 years	65.86	13.44	
3	Experience of learning the Qur'an	1 year	54.62	5.22	0.000
		2 years	56.81	12.64	
		3> years	66.34	13.82	
4	Number of memorized Qur'an owned	1-2 Juz	64.16	13.46	0.000
		3-5 Juz	66.15	13.94	
		5> Juz	66.48	14.92	
5	Parents' Income	< 1 million	57.32	7.82	0.000
		1-2 million	56.05	7.78	
		2-4 million	56.76	8.14	
		4-5 million	55.70	7.60	
		> 5 million	56.21	8.56	
6	Geographical area of residence	City	58.05	6.04	0.000
		Village	56.04	7.82	

Listening Ability Based on Gender

The results of descriptive analysis of the listening ability of the entire research sample obtained a mean value of 56.32. this average number is in the medium range.

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Furthermore, the ability to hear based on male and female gender was tested using the Kruskal-Wallis Test (Table 3). The mean rank value of girls is 13.30, and boys are 5.36, meaning girls have higher listening skills than boys.

Listening Ability Based on Age

The descriptive analysis of listening ability data based on age obtained a mean rank value of listening ability in 7-year-old children of 5.36. the mean value of listening ability in 8-year-old children is 5.78, and the mean rank value in 9-year-old children is 13.144. The results of this test show that the listening ability of 8-year-old children is higher than that of 7-year-old children. The listening ability of 9-year-olds is higher than that of 7- and 8-year-olds.

Listening Ability Based on Al-Qur'an Learning Experience

The results of data analysis of listening ability based on the experience of learning the Qur'an obtained a mean rank value of listening ability in children with one year of learning the Qur'an of 5.22. The mean rank value of the ability to hear children with two years of experience learning the Qur'an is 12.64. The mean rank value of listening ability in children with experience learning the Qur'an above three years is 13.82. The test results show that the listening ability of children with two years of Qur'an learning experience is higher than children with one year of learning experience. Children with more than three years of learning experience have higher listening ability than children with 1 and 2 years of learning experience.

Listening Ability Based on the Number of Al-Qur'an Memorization

The results of data analysis of listening ability based on the amount of memorization of the Qur'an found that the mean rank value for children who have memorized 102 juz is 13.46. The mean rank value for children who have memorized 3-5 juz is 13.94. The mean rank value for children who have memorized more than five juz is 14.92. The test results show that children who have memorized above five juz have higher listening skills than children who have memorized below five *juzs*.

Listening Ability Based on Parents' Income

The results of descriptive analysis of listening ability data based on parental income in 5 categories of parental income. The mean rank value for children with parental income less than 1 million per month is 7.82. The mean rank value for children with a parental income of 1 - 2 million per month is 7.78. The mean rank value for children with a parental income of 2-4 million per month is 8.14. The mean rank value for children with parents' income of 4-5 million per month is 7.60. The mean rank value for children with parental income above 5 million per month is 8.56. The test results show no significant difference in the mean rank value of listening ability in children with parental income below 1 million to above 5 million.

Listening Ability Based on Geographical Area of Residence

The results of Kruskal-Wallis' analysis of hearing ability data based on geographical area of residence: The mean rank value for children living in rural areas is 7.82. The mean rank value of hearing ability for children living in urban areas is 6.04. The test results show that the mean rank value of listening ability of children living in

rural areas is higher than that of children living in urban areas. Table 3 shows the significant value of listening ability based on gender, age, Qur'an learning experience, the number of memorized Qur'an owned, parental income, and geographical area of residence is 0.000 <0.05. This figure shows a significant effect of these variables on children's listening ability.

Articulation Ability of Non-Native Speakers Children

Arabic articulation skills of non-native speakers in children's boarding schools in Lampung Province were analyzed based on gender, age, experience of learning the Qur'an, geographical place of residence, number of memorized Qur'an owned, and parents' income.

Table 4. Kruskal-Wallis Test Results of Articulation Ability

No	Dimensions	Indicators	Mean	Mean Rank Listening Skills	Sig. Listening Skills
1	Gender	Girls	61.5600	14.84	0.000
		Boys	51.7200	7.60	
2	Age	7 years	51.7200	7.60	0.000
		8 years	56.4400	11.20	
		9 years	59.6400	13.12	
3	Experience of learning the Qur'an	1 year	51.7200	7.60	0.000
		2 years	56.4400	11.20	
		3> years	59.6400	13.12	
4	Number of memorized Qur'an owned	1-2 Juz	51.7200	7.60	0.000
		3-5 Juz	60.4000	13.76	
		5> Juz	55.7200	12.46	
5	Parents' Income	< 1 million	51.7200	7.60	0.000
		1-2 million	57.2800	11.16	
		2-4 million	60.0000	14.12	
		4-5 million	58.9200	11.42	
		> 5 million	58.2400	13.42	
6	Geographical area of residence	City	51.7200	7.60	0.000
		Village	54.2000	10.40	

Articulation Ability Based on Gender

The results of data analysis of the articulation ability of the entire research sample obtained a mean value of 58.67. this average number is in the medium range. Furthermore, articulation ability based on male and female gender was tested using the Kruskal-Wallis Test (Table 4). The mean rank value of girls is 14.84, and boys is 7.60, meaning that girls have better articulation skills than boys.

Articulation Ability by Age

The Kruskal-Wallis analysis of articulation ability data based on age obtained the mean rank value of listening ability in children aged seven years of 7.60. The mean rank value of Articulation Ability in children aged eight years is 11.20, and the mean rank value of articulation ability in children aged nine years is 13.12. These test results show that the articulation ability of 8-year-old children is better than 7-year-old children. The articulation ability of 9-year-old children is better than that of 7- and 8-year-olds.

Articulation Ability Based on Learning Experience Al-Qur'an

The results of the Kruskal-Wallis analysis of articulation ability data based on the experience of learning the Qur'an obtained the mean rank value of articulation ability in children with one year of learning the Qur'an of 7.60. The mean rank value of the articulation ability of children with two years of experience learning the Qur'an is 11.20. The mean rank value of articulation ability in children with experience learning the Qur'an above three years is 13.12. The test results show that the ability to articulate in children with two years of Qur'an learning experience is better than children with one year of learning experience. Children with learning experiences above three years are better at articulation than children with 1 and 2 years of learning experience.

Articulation Ability Based on the Number of Al-Qur'an Memorization

The results of the Kruskal-Wallis analysis of articulation ability data based on the number of memorizations of the Al-Qur'an found that the mean rank value for children who memorized 1-2 juz was 7.60. The mean rank value for children who have memorized 3-5 juz is 13.76. The mean rank value for children who have memorized more than five juz is 12.46. The test results show that children who have memorized above five juz have better articulation skills than children who have memorized below five juzs.

Articulation Ability Based on Parents' Income

The results of Kruskal-Wallis' analysis of articulation ability data are based on parental income in 5 categories of parental income. The mean rank value for children with parental income less than 1 million per month is 7.60. The mean rank value for children with a parental income of 1 to 2 million monthly is 11.16. The mean rank value for children with a parental income of 2-4 million per month is 14.12. The mean rank value for children with a parental income of 4-5 million per month is 11.42. The mean rank value for children with parental income above 5 million per month is 13.42. The test results show no significant difference in the mean rank value of articulation ability in children with parental income below 1 million to above 5 million.

Articulation Ability Based on Geographical Area of Residence

The results of Kruskal-Wallis' analysis of articulation ability data are based on geographical area of residence. The mean rank value for children living in rural areas is 10.40. The mean rank value of the articulation ability of children living in urban areas is 7.60. The test results show that the mean rank value of articulation ability of children living in rural areas is higher than children living in urban areas.

Table 4 shows the significance of listening ability based on gender, age, Qur'an learning experience, the number of memorized Qur'an owned, and the geographical area of residence and parental income is 0.000 <0.05. This figure shows a significant effect of these variables on children's listening ability.

The relationship between listening ability and articulation with Arabic language skills in non-native speakers

The Spearman's rank correlation test was conducted to determine the relationship between listening and articulation skills and Arabic language skills in non-

native speakers in children's boarding schools in Lampung province. Before the correlation test, normality, linearity, and Heteroscedasticity tests were conducted. The normality test results obtained a value of 0.000 <0.05, meaning the data does not come from a normally distributed population. The linearity test results obtained significance values of 0.623, 0.75, and 0.761> 0.05, which means a linear relationship exists between listening and articulation skills and Arabic language skills. Heteroscedasticity test results obtained a significance value of 0.672 > 0.05, meaning there are no heteroscedasticity symptoms so that the correlation test can be done.

Table 5. Relationship between listening and articulation skills with Arabic language skills

Correlations					
			Listening Skills	Articulation Skills	Language Skills
Spearman's rho	Listening Skills	Correlation Coefficient	1.000	.276**	.370
		Sig. (2-tailed)	.	0.000	0.873
		N	250	250	250
	Articulation Skills	Correlation Coefficient	.276**	1,000	.621
		Sig. (2-tailed)	0.000	.	0.015
		N	250	250	250
	Arabic Language Ability	Correlation Coefficient	-0.010	-0.221**	1.000
		Sig. (2-tailed)	.873	0.000	.
		N	250	250	250
**. Correlation is significant at the 0.01 level (2-tailed).					

The analysis results (Table 5) show the value of the correlation coefficient of the variable listening ability and articulation ability of 0.370 and 0.621, which means that the strength of the relationship between each variable on Arabic language skills has sufficient and robust criteria. Both values are positive, meaning that the effect is unidirectional. The significance values of 0.873 and 0.015> 0.05 show positive signs, meaning a significant relationship exists between listening ability and articulation with Arabic language skills. In this case, the increase will follow the increase in listening and articulation ability variables in children's Arabic language skills. The calculation result of the coefficient of determination or R square value is 0.725. This figure means that the listening ability and articulation variables affect the Arabic language proficiency variable by 72.5%. Other variables might influence the remaining percentage.

Level of Arabic listening ability of non-native speakers in children's boarding schools

This study's findings show a significant relationship between gender, age, Qur'an learning experience, number of memorized Qur'an, and geographical area of residence with Arabic listening ability. The results of this study positively contribute to the study of Arabic language learning because they significantly contribute to Arabic language proficiency. The results of this study also provide opportunities for other researchers to conduct further research from other aspects of the unique point of view of the learning process by involving environmental components.

First, regarding the findings of the relationship between gender and Arabic listening skills, girls have higher listening skills than boys. Listening ability is the ability to receive, interpret, understand, and respond to stimuli received using the sense of hearing. Give a response in the form of a sign, either verbal or non-verbal, to the sender

of the message (Kajiura et al., 2021). Research by Ozgur Babayigit and Dadang Cunandar shows girls have a better listening ability than boys. Girls are more accurate and effective in processing information heard and responding quickly verbally and non-verbally (Babayigit, 2019; Cunandar, 2020). In the Arabic language learning process, auditory learning modality is the central aspect besides visual modality because listening skills are the first language proficiency taught. In the learning process, listening involves physical and psychological aspects. The physical aspect is related to the hearing senses' readiness to receive external stimuli and understand and manage messages without obstacles. In this case, the readiness of girls' sense of hearing to receive stimuli is superior to that of boys, which is indicated by how they respond to what is heard; girls are better. This is in line with Gruber's theory, which says that the anatomical structure of the senses of boys and girls is similar, but when this sense of hearing is used, there are differences between boys and girls (Carolina, 1979). In hearing, girls use both the right and left sides of the brain, while boys only depend on one side. Another study showed that temporal lobe activity occurs when children listen to something. The temporal lobes are the sides of the brain that help humans use the senses to capture, understand, and respond to things around them. In girls, when listening to something, temporal lobe activity occurs on the right and left sides of the brain, while boys show activity on the left side (Santana et al., 2014). Hippocrates' theory explains that the temporal lobe's left side directs a person in hearing and speaking, while the proper side functions to help the non-auditory process (Leiberg et al., 2023). So, when girls and boys listen to the same object, there are different responses due to this difference in temporal lobe activity.

Secondly, the child's age was found to have a significant relationship with listening ability. The findings of this study show that 9-year-olds have superior listening skills than 8-year-olds. Children aged eight years are superior to children aged seven years. This finding is in line with the theory proposed by Jean Piaget that intelligence will change as children get older. Changes in children's intelligence are not only about gaining knowledge but also about building children's mentality. Moreover, this change in intelligence begins with the process of listening. According to Piaget, children aged 7-11 years have organized and logical thinking development on physical objects but not on abstract objects. With the increasing age of the child, the ability to hear will also increase (Dodonov & Dodonova, 2011).

Third, the findings of this study also explain that the experience of learning the Qur'an and the amount of memorization of the Qur'an influence children's listening skills. Children with three years of learning experience have better listening skills than those who only studied for one year. Similarly, children who have memorized more than five juz of the Quran are better than children who have memorized less than five juz. The findings of this study indicate that the length of the learning period determines the acquisition of children's knowledge. This is in line with Bruner's theory, which explains that learning is a process of children's cognitive development that allows children to find various information in the form of knowledge that depends on how long children learn. The longer children learn, the more meaningful knowledge structures they acquire (Snodgrass & Hirshman, 1991).

Fourth, the unique finding of this study is that children from rural areas have better listening skills than children living in urban areas. This is in line with research that shows that rural areas have various deficiencies that do not affect the quality of life of children; even the quality of life and physical fitness of rural children is better than that of urban children (Mexitalia et al., 2017). Quality of life and physical fitness significantly affect learning and outcomes (Gunawan et al., 2020). Similarly, children with higher parental income affect their listening abilities. Children with high parental income impact the adequacy of children's learning facilities. Adequate learning facilities provide high learning motivation, unlike children, for whom good learning facilities are not supported due to limited parental income.

Arabic articulation ability of non-native speakers in children's boarding schools

The findings in this study show a significant relationship between gender, age, experience of learning the Qur'an, and the amount of memorization of the Qur'an with Arabic articulation skills. This study's results positively contribute to the study of Arabic language learning and provide opportunities for other researchers to conduct further research on other aspects that have not been studied.

First, the research findings show that girls have better articulation skills than boys. Several contributing factors are explained, including biological factors. This study's findings align with the research of Fathma Hamidah et al., who said that girls develop their language faster than boys (Hamiidah et al., 2022). In a child's brain, the cerebral hemisphere develops children's language. Cerebral hemispheres in girls appear faster than in boys. However, this is why girls develop language articulation faster than boys (Prat et al., 2023). In language acquisition, the articulation factor is a very urgent aspect. Correct articulation will make it easier for children to speak. The level of children's language ability is primarily determined by articulation ability, and articulation ability is determined by one of the biological factors.

Secondly, the findings of this study show that the articulation skills of 9-year-old children are better than those of 7- and 8-year-old children. The increasing age of the child affects the child's articulation. In articulating language sounds, children need sound production organs such as the oral cavity, lips, tongue, palate, throat, teeth, larynx, and pharynx muscles. Hurlock's theory (1978) explains that children's motor development is influenced by physical control through nerve centers, nerves, and muscles that are coordinated with each other. Children's motor development improves as they age (Subur, 2017).

Third, the findings of this study also show that learning experience and the amount of memorization of the Qur'an affect Arabic articulation. The learning period and the amount of memorization of the Qur'an affect articulation because Arabic articulation is in line with articulation in reading the Qur'an. This finding aligns with Yuniarti's findings, which state that the better the child memorizes the Qur'an, the better the articulation ability and understanding of the sentence's meaning (Yuniarti, 2021). This study's unique finding is that parents' income and geographical area of residence also influence children's Arabic articulation skills. Articulation is the child's ability to learn to pronounce and understand the sounds of the Arabic language, including *al-syafatain, halq, al-lisan, al jauf, and al-khaisyum*. If assembled as words and sentences, these

sounds will give birth to meaning. The location of residence and parents' income affect the ability to articulate Arabic. Due to the learning process, articulation skills require support from various components. Comfortable and conducive environmental conditions provide children with comfort in learning (Pikri, 2022). Likewise, high parental income can provide appropriate learning facilities for the child's learning process. Adequate and appropriate learning facilities facilitated by parents motivate children's learning and improve the competence of learning outcomes (Fijar et al., 2018).

Relationship between the ability to listen and articulation with Arabic language skills in non-native speakers

This study's findings show a significant relationship between listening ability and articulation ability with Arabic language skills. Depending on the variables of listening ability and articulation ability, the increase will follow the increase in children's Arabic language ability. Arabic language skills are the ability of children to pronounce and distinguish sounds, express thoughts and feelings in oral form, read and understand reading texts, and express thoughts in written form. These Arabic language skills can be achieved after children master listening and articulation skills. As the first language skills are taught before other skills, listening and articulation skills must be mastered by children first as a basis for mastering the following language skills. The ability to listen and articulate in the brain structure involving the hearing and speech organs to process stimuli, understand, and respond. The involvement of these organs is vital in mastering Arabic.

Conclusion

This study concluded that listening skills and articulation skills have a significant influence on Arabic language proficiency. This study emphasizes the importance of mastering listening and articulation skills to improve Arabic language skills. The study found that by improving listening skills, students can understand the nuances and intonation of Arabic, which is crucial in overall language acquisition. In addition, good articulation skills enable students to pronounce words and phrases correctly, which helps in effective communication and better comprehension.

The results of this study make an essential contribution to Arabic language teachers. Teachers should focus on mastering listening and articulation skills before teaching other language skills, such as reading, writing, and speaking. By doing so, teachers can ensure that students have a solid foundation in basic language skills, easing learning other language skills. This research also highlights the importance of effective teaching methods in developing listening and articulation skills. Methods such as active listening exercises, pronunciation drills, and audio-visual media can improve these skills. This study confirms that listening and articulation skills are critical to improving overall Arabic language proficiency. The study will compare the results with similar research in Arab and non-Arab countries, providing a global perspective. The researcher also analyses the implications of the findings for national language education policies. This holistic approach is expected to significantly improve the Arabic language proficiency of santri in pesantren, making a valuable contribution to Arabic language teaching methodology in Indonesia and internationally.

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