

Problems and Solutions in Creating a Language Environment in Public Junior High Schools in Taliwang

Muhammad Mufti Imam Suyanto^{a,1,*}, Subliansyah^{b,2}, Aulia Naufal^{c,3}

^a Universitas Cordova, Indonesia;

^b Universitas Cordova, Indonesia;

^c Universiti Sains Islam Malaysia, Malaysia;

¹muftiimam2004@gmail.com; ²subliansyah26@gmail.com; ³ aulia@usim.edu.my;

ARTICLE INFO

Article history

Received:

30-06-2026

Revised:

15-07-2026

Accepted:

01-08-2026

Keywords

language environment

language teaching

public schools

problems

solutions

ABSTRACT

This research aims at the problems and challenges of public secondary schools in Taliwang in creating a language environment during the process of teaching the Arabic language. Therefore, research focuses on the problems and challenges experienced by the public school and purposing the concept, components, and strategies for creating an effective language environment based on an integrated environment. This study employs the qualitative approach in which the data are collected mainly by observation, interview, and written documents. The results of the research shows some problems facing by public schools, including minor portions of Arabic subjects taught, student's motivation, pride in using a language other than Arabic, and the lack of a supportive language environment. This research suggested some ways to solve the problems: including setting the goal and the general vision of creating the environment, designing language activities in and outside the classroom, designing systems that ensures the language activities and their application being organized in desirable ways, preparing facilities and means that support the educational process, and cooperating with the teachers of religious sciences on designing teaching materials in the Arabic language.

This is an open-access article under the [CC-BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.



Introduction

The process of language acquisition begins in early childhood when a child first comes into contact with speech sounds, namely language (Arsanti, 2014). The language acquired during this period is referred to as the first language or mother tongue. After acquiring the first language, individuals begin learning a second language (Hanifah & Rakhmawati, 2020). This stage is generally considered a formal process of language learning, which may take place inside or outside the classroom under the guidance of a teacher or through interaction with a new linguistic environment. Therefore, language acquisition is closely associated with the first language, whereas language learning is generally associated with the second language (Syahid, 2015). Nevertheless, some scholars use the term second language learning interchangeably with second language acquisition, arguing that a second language can be acquired both formally through educational institutions and informally through continuous interaction within a supportive linguistic environment.

The language environment is regarded as a fundamental factor in language acquisition (Hidayat, 2012). Empiricist theory argues that all knowledge originates from sensory experience; consequently, children's language acquisition develops through habit formation and positive reinforcement received from parents, teachers, and other individuals in their surroundings. This perspective is reflected in Behaviorist Theory, which explains both first and second language acquisition. At the same time, this theory is complemented by Cognitive Theory, which emphasizes the innate human capacity for language acquisition through what is known as the Language Acquisition Device (LAD) and language competence. According to cognitive theorists, language is not merely a behavior acquired through instruction, practice, and repetition; rather, it is supported by innate mental capacities that underlie all linguistic behavior, with each individual possessing unique cognitive abilities (Al-'Uşayli, 1420 H).

In the Indonesian context in general, and particularly in Taliwang, second language education serves multiple objectives. Based on the instructional approaches adopted by educational institutions, these objectives can be categorized into two main types. The first type is found in institutions that primarily adopt a cognitive approach, emphasizing classroom-based language instruction (Rosyid & Baroroh, 2020). From this perspective, language is treated as an academic subject similar to mathematics, biology, and other disciplines, making classroom instruction sufficient. This model is commonly implemented in public schools administered by the Indonesian Ministry of Education, Culture, Research, and Technology and the Ministry of Religious Affairs.

The second type is represented by Islamic boarding schools (*pesantren*), which combine both the cognitive and behaviorist approaches (Ismail, 2017). In these institutions, Arabic language instruction is conducted both inside and outside the classroom (Sutarjo & Sarbaini, 2019). When comparing the effectiveness of these two instructional models, institutions that integrate both approaches generally demonstrate greater success in teaching Arabic as a second language. Their effectiveness lies in providing learners with abundant opportunities to practice Arabic not only during classroom instruction but also in authentic communication beyond the classroom. In contrast, public schools typically limit Arabic instruction to classroom activities alone (Zulqarnain, Rohman, Maftuhah, & Arifa, 2019).

Under these circumstances, students in public schools often regard Arabic as a less important subject, resulting in diminished motivation to learn and improve their Arabic language skills. Many students show greater enthusiasm for English and even take pride in mastering it rather than Arabic, primarily because of their limited exposure to Arabic and the widespread perception that English is the dominant language of the digital era. Moreover, one of the most significant challenges is the absence of a supportive Arabic language environment (Yeaqub, 2020). Most public schools in Taliwang organize Arabic instruction in a very limited manner. Consequently, language-related activities are confined to specific locations, such as

classrooms or language laboratories, where instruction is largely theoretical. Arabic is rarely used in conversations between teachers and students outside the classroom, among students in school cafeterias, or in other informal settings where learners could apply the language skills they have acquired. Furthermore, extracurricular language activities remain limited, contributing to students' low levels of Arabic language proficiency (Zulqarnain et al., 2019). In addition, unlike students in Islamic boarding schools, both teachers and students do not live within the same educational environment for twenty-four hours a day, making continuous supervision and language reinforcement difficult. Consequently, the objectives of Arabic language education have not been fully achieved.

Based on the foregoing discussion, this study seeks to analyze the challenges encountered by public schools in Taliwang in establishing an effective Arabic language environment, as well as recent efforts undertaken to improve it. Furthermore, the study proposes practical solutions by focusing on the concept of an integrated language environment, its essential components, and effective strategies for its development. These findings are expected to assist public educational institutions in achieving their educational objectives by fostering students' Arabic language competence through the establishment of a comprehensive and sustainable language environment.

Method

This study employed a qualitative descriptive research design, in which the data consisted primarily of words and visual descriptions rather than numerical or statistical data (Creswell, 2015). Descriptive research is a type of research methodology that aims to describe and explain phenomena as they naturally occur in the field of study (Sukardi, 2013).

The data were collected through several techniques, namely observation, interviews, and document analysis. The study began by observing the challenges faced by public schools in teaching Arabic in general and in establishing an Arabic language environment in particular. To ensure a focused scope and maintain the feasibility of the study, the research concentrated on public junior high schools in Taliwang, which operate under the administration of the Indonesian Ministry of Education, Culture, Research, and Technology and the Ministry of Religious Affairs.

The researcher conducted direct observations at the selected schools and interviewed several Arabic language teachers to identify the problems and challenges related to Arabic language instruction and the development of a supportive language environment. After identifying these issues, the researcher reviewed relevant books and previous studies to explore appropriate solutions to the identified challenges. Finally, the findings of the study were presented using a descriptive-analytical approach, providing a systematic analysis of the problems, their underlying causes, and potential strategies for improving the Arabic language environment in public secondary schools..

Results and Discussion

The Language Environment: Theory and Practice

The concept of environment is broadly understood as the context or setting in which individuals interact with their surroundings. Its meaning is closely associated with the relationship between individuals and the places or circumstances in which they live. A home constitutes an environment, as do neighborhoods, schools, marketplaces, workplaces, and even the universe as a whole (Ibn Manẓūr, 2005). Thus, the environment encompasses every aspect of human life, including religious and worldly affairs, behavior, lifestyle, residence, food, clothing, social interactions, and other daily activities. It is not confined to a single dimension

but rather embraces the entirety of human existence. Furthermore, the environment also includes human relationships governed by social institutions, customs, moral values, ethics, and religious beliefs (Al-Ḥamīd, 1979).

In relation to language acquisition and language learning, the language environment refers to everything that language learners hear, see, and experience in connection with the target language. It includes language exposure in cafeterias, shops, conversations with friends, television programs, Arabic publications, classroom instruction, reading activities, and other situations in which the target language is encountered (Roekhan & Nurhadi, 1990). Ahmad Fuad Effendy defines the language environment as "everything that a language learner hears and sees" (Effendy, 2009). Likewise, the language environment may be understood as a setting in which various linguistic activities take place, where a particular language—such as Arabic or English—is used as the primary medium of communication and expression, both orally and in writing (Musyafa'ah, 2016).

Based on these perspectives, the language environment in relation to language acquisition and learning can be classified into several categories: the visual environment, the audio-visual environment, the social communication environment, the institutional (system) environment, and the psychological environment (Hanifah & Rakhmawati, 2020). Each of these categories is briefly explained below.

The visual environment consists of everything that language learners see, including pictures, signs, posters, magazines, announcements, and other written materials presented in the target language. The audio-visual environment includes everything learners hear and see, such as speeches, lectures, seminars, radio broadcasts, music, television programs, and films delivered in the target language.

The social communication environment refers to interactions and exchanges between language learners, native speakers, teachers, and other members of the language community. These interactions occur through the target language in learners' everyday lives, whether in dormitories, cafeterias, sports fields, laboratories, schools, markets, or other social settings.

The institutional (system) environment comprises the rules, regulations, and policies established by educational institutions that require and encourage learners to use the target language throughout their daily activities. It also includes institutional policies governing teachers' instructional practices and language-related programs.

Finally, the psychological environment consists of motivational factors that promote positive attitudes toward the target language. These include encouragement regarding the importance, benefits, and unique characteristics of the language, which strengthen learners' motivation and willingness to acquire and master it (Mailer, 2004). All of these forms of language environments may develop either naturally through authentic communication or artificially through deliberate educational planning and language programs (Ellis, 1987; Wahab, 2008).

Requirements for Establishing a Supportive Language Environment

The establishment of a supportive language environment for Arabic language learning requires several essential components. These include strong learner motivation, the presence of a language community, clearly defined educational objectives, an appropriate learning setting, and an effective institutional system (Brown, 1994; Hanifah & Rakhmawati, 2020). These elements are interdependent and cannot function effectively in isolation.

A language environment cannot be successfully established without a community of individuals who continuously communicate, interact, and exchange linguistic experiences using the target language. This language community includes students, qualified and well-trained teachers, school principals, administrative staff, and all individuals who participate in the educational environment.

Furthermore, a language environment should be guided by clearly defined educational goals and supported by institutional regulations that organize both academic and extracurricular language activities. These activities must take place in an appropriate setting equipped with adequate facilities, learning resources, and infrastructure that facilitate the achievement of the intended language learning objectives. The interaction of these components provides the foundation for developing an effective and sustainable language environment that promotes successful Arabic language acquisition and learning.

The following figure illustrates the essential requirements for establishing a supportive language environment:

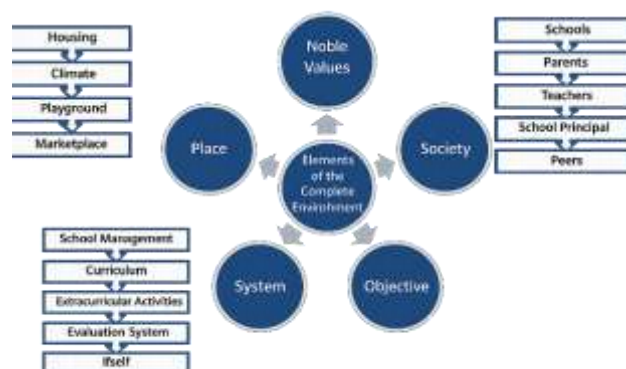


Figure 1. Components of an Integrated Language Environment

Arabic language education for non-native speakers, particularly in Taliwang, has experienced considerable development in recent years. This progress is reflected in the increasing number of schools that have incorporated specialized Arabic language curricula into their educational programs, both inside and outside the classroom. Nevertheless, while some educational institutions have successfully achieved their instructional objectives in teaching Arabic, others have not (Musyafa'ah, 2016). One of the primary reasons for this disparity is that many institutions have failed to fulfill the essential requirements for establishing an effective language environment, including strong learner motivation, a supportive language community, clearly defined objectives, an appropriate learning setting, and an effective institutional system. Accordingly, the major challenges related to the Arabic language environment in public schools in Taliwang can be summarized as follows.

1. Low Motivation to Learn Arabic

Motivation is regarded as the driving force that encourages individuals to engage in specific behaviors in order to achieve predetermined goals, including successful language learning and teaching (Qibtiyah & Alfinnas, 2019). In second-language learning, motivation is generally categorized into instrumental motivation and integrative motivation. Instrumental motivation refers to learners' beliefs in the practical benefits they may gain from mastering a foreign language, whereas integrative motivation reflects learners' desire to communicate and interact with members of the target language community (Ṭu'aymah, 1989).

Rushdi Ahmad Ṭu'aymah further distinguishes between intrinsic and extrinsic motivation in second-language learning. Intrinsic motivation originates from learners' internal psychological needs and aspirations, while extrinsic motivation is influenced by external factors, such as educational processes, social expectations, and the surrounding language environment, all of which encourage learners to acquire a second language (Arsyad, 2002).

In public schools in Taliwang, however, both intrinsic and extrinsic motivation to learn Arabic remain relatively weak. Students generally demonstrate limited interest in learning Arabic due to several contributing factors. One major factor is the limited instructional time allocated to Arabic, which usually consists of no more than three class periods per week. Compared with other language subjects, such as English and Indonesian, Arabic receives considerably fewer instructional hours. Consequently, students have fewer opportunities to develop their Arabic language skills, which negatively affects their motivation to learn.

Moreover, many students show greater enthusiasm for learning English and often regard English proficiency as a source of prestige compared with Arabic. This tendency is largely attributed to their limited understanding of the significance of Arabic, their minimal exposure to its daily use, and the widespread perception that English is the dominant language of the modern digital era (Interview findings).

2. Unclear Educational Objectives

One of the primary goals of language education is to develop learners' ability to communicate effectively and accurately, both orally and in writing. Such communicative competence requires balanced development of the four fundamental language skills: listening, speaking, reading, and writing (Masqon, 2012). Achieving this objective also requires careful planning of the essential components of language instruction, including teachers, learners, curriculum, instructional materials, teaching methods, and learning media, all of which contribute to the effective management of the language learning process (Ahmad, 1970).

According to the 2003 Indonesian Curriculum, the primary objective of Arabic language instruction in schools is to enable students to understand Islamic teachings correctly through their original sources, namely the Qur'an and the Prophetic Hadith, together with supporting references such as Qur'anic exegesis (tafsīr) and Hadith commentaries (Ministerial Regulation No. 912). If educational institutions fail to prioritize this objective, Arabic language instruction is unlikely to achieve its intended outcomes (Humaidi, 2019).

This issue represents a significant challenge for public schools in Taliwang. School administrators and Arabic language teachers have generally not formulated instructional objectives that fully reflect the broader aims of Arabic language education. Instead, they tend to focus narrowly on the curriculum's minimum requirements without embracing the wider educational purposes of Arabic language learning. In today's global context, Arabic serves multiple functions beyond its religious significance. It is also an important language for cultural, social, economic, linguistic, and international communication purposes. Therefore, limiting Arabic instruction solely to religious objectives restricts students' opportunities to appreciate its broader value and practical applications in contemporary society.

3. Lack of a Designated Language Environment and Institutional Language System

One of the most significant challenges facing second-language learning in Indonesian public schools is the absence of a designated language environment and an institutional language system that effectively supports language learning. This issue is closely related to the concept of the language environment, which is widely recognized as one of the most important determinants of successful second-language acquisition and instruction. In its broadest sense, the language environment includes everything that language learners hear and see in relation to the target language (Effendy, 2009). It also encompasses the attitudes and perceptions of families and society toward the language, as well as language-learning activities conducted both inside and outside the classroom (Tu'aymah, 2004).

The first type is the formal language environment, which focuses on teaching grammar, language structures, and linguistic systems through classroom instruction or language laboratories. The second is the informal language environment, which plays an equally

important role in enabling learners to communicate naturally and exchange information in authentic situations (Al-Khuli, 1480 H). Ahmad Fuad Effendy further argues that an effective language environment is characterized by positive attitudes toward Arabic, the availability of good language models, and adequate facilities that encourage learners to participate actively in Arabic language activities (Effendy, 2009).

In reality, however, Arabic language instruction in most public schools in Taliwang remains limited in both scope and implementation. Teaching is generally confined to classrooms or language laboratories, where instruction mainly consists of theoretical explanations of language materials. Arabic is rarely used as a medium of communication between teachers and students outside the classroom or among students themselves in cafeterias, schoolyards, and other informal settings where they could practice the language skills acquired during classroom instruction. Furthermore, extracurricular language activities are very limited, resulting in students' low levels of Arabic language proficiency. Unlike students and teachers in Islamic boarding schools, those in public schools do not live within the same educational environment, making continuous supervision and language guidance difficult. This situation is further aggravated by the lack of role models and institutional support that encourage the regular use of Arabic in daily school life (Interview findings).

These findings indicate that the challenges encountered by public schools in Taliwang include limited instructional hours for Arabic, low student motivation, greater prestige attached to languages other than Arabic, and, most importantly, the absence of a supportive Arabic language environment. Wahab (2008) similarly notes that most Indonesian students experience difficulties in learning Arabic because of several interconnected factors, including low motivation, inadequate instructional materials, an unsupportive language environment, and the complexity of Arabic language content.

Strategies for Solving Problems in Establishing an Arabic Language Environment in Public Schools in Taliwang

Based on the foregoing discussion, an effective language environment is one that provides learners with rich linguistic models to imitate and continuous reinforcement that expands their linguistic experience while improving the four language skills. Such an environment should also accommodate individual differences among learners in acquiring and learning the target language.

Having identified the major challenges faced by public junior high schools in Taliwang in Arabic language teaching and the establishment of a language environment, this study proposes several practical strategies for addressing these challenges.

1. Establishing Clear Goals and Vision for the Language Environment

Developing a clear vision and well-defined objectives is the first essential step in establishing an effective language environment. These objectives serve as institutional benchmarks for evaluating the success of educational programs at the end of each academic year. The following measures are particularly important:

a. Achieving Institutional Consensus

All members of the school community should share the same educational goals and work collaboratively to develop school programs and regulations that support the achievement of those goals. For example, the school's general objective may be to improve students' Arabic speaking proficiency, while specific objectives may focus on enabling students to use Arabic for everyday communication with teachers, such as requesting permission, participating in discussions, engaging in conversations, and expressing their personal needs in Arabic.

b. Broadening Understanding of the Objectives of Arabic Language Learning

Teachers should possess comprehensive knowledge of the objectives of teaching Arabic to non-native speakers. Such understanding enables them to help students appreciate the significance of learning Arabic. Arabic language education should not be viewed solely from a religious perspective but should also embrace cultural, scientific, educational, economic, communicative, literary, and political purposes (Daud & Ghani, 2017). A comprehensive understanding of these objectives enables educational institutions to formulate more relevant and comprehensive language learning goals.

c. Integrating Arabic into Islamic Studies Subjects

The limited number of Arabic language classes is one of the major challenges faced by public junior high schools in Taliwang. This situation often causes students to underestimate the importance of Arabic and weakens their motivation to improve their language proficiency. Therefore, Arabic language teachers should collaborate with teachers of Islamic studies to prepare instructional materials in Arabic. Consequently, Arabic instruction would no longer be restricted to Arabic language classes alone but would also extend to subjects such as Fiqh, Qur'anic Studies, Hadith, and other Islamic sciences.

2. Enhancing Students' Motivation through Various Strategies

Efforts to increase students' motivation should include the following strategies:

a. Organizing Supportive Language Activities

Once institutional objectives have been clearly established, schools should design language activities that align with those objectives. These activities may include formal and informal programs conducted both inside and outside the classroom, as well as academic and extracurricular activities. Examples include organizing Arabic language clubs, conducting artistic and cultural activities in Arabic, holding Arabic discussion forums that allow students to practice speaking skills, and offering supplementary Arabic language courses outside regular school hours in collaboration with other educational institutions.

In addition, students should be encouraged to listen regularly to Arabic news broadcasts, lectures, podcasts, films, and radio programs to increase their exposure to authentic Arabic on a daily or weekly basis.

b. Utilizing Modern Educational Technology

Advances in educational technology, including computers, audiovisual equipment, and multimedia resources, have greatly enhanced language teaching and learning. Through modern communication technology, learners can listen to native Arabic speakers and communicate with them without traveling to Arabic-speaking countries.

Moreover, Arabic instruction has become more engaging through the use of interactive educational applications such as PowerPoint, Kahoot, Wordwall, LinGo, and other digital learning platforms. Teachers can also enrich classroom instruction through animated images, educational videos, and films that facilitate language comprehension and increase students' learning motivation.

3. Developing and Implementing an Effective Institutional Language Policy

An effective language environment requires a well-planned institutional language policy that ensures the implementation and sustainability of Arabic language activities:

a. Establishing Arabic Language Zones and Institutional Regulations

Ideally, schools should provide dormitories where students, teachers, and language trainers live together within a unified language environment. Such an arrangement facilitates continuous supervision and encourages students to practice Arabic both inside and outside the classroom.

Since this model is difficult to implement in most public schools due to the absence of boarding facilities, schools may instead establish designated Arabic-speaking zones, such as classrooms, teachers' offices, libraries, and sports fields, where communication in languages other than Arabic is discouraged. Schools may also adopt the "No Arabic, No Service" policy, requiring students to use Arabic when requesting services or interacting within designated areas.

Students who consistently comply with language regulations should receive appropriate rewards, whereas those who violate them should receive educational sanctions. Furthermore, schools should require teachers and administrative staff to issue announcements, notices, and official information in Arabic, while school signboards and informational displays should also be written in Arabic to reinforce students' daily exposure to the language.

b. Providing Adequate Learning Resources and Facilities

Schools should provide sufficient Arabic-language textbooks appropriate to students' proficiency levels, along with Arabic magazines, newspapers, and other reading materials. Teachers should actively encourage students to make use of these resources to cultivate regular reading habits.

Additional facilities may include well-equipped libraries, language laboratories, and Arabic language corners located throughout the school campus. These learning spaces should contain Arabic books, posters, illustrated dictionaries, encyclopedias, and visual materials written in Arabic. Such facilities create a rich linguistic environment that continuously exposes students to the target language and supports both classroom learning and independent language acquisition.

Conclusion

Establishing an effective language environment is one of the most crucial factors in the success of language teaching and learning. Such an environment not only provides learners with rich linguistic models to imitate and continuous reinforcement that enhances their language experiences and develops the four language skills, but also accommodates individual differences in the acquisition and learning of the target language. The findings of this study indicate that the Arabic language environment in public schools in Taliwang has not yet fulfilled the essential requirements of an effective second-language learning environment. The main challenges include low learner motivation, the absence of a supportive language community, unclear instructional objectives, and the lack of appropriate language settings and institutional policies that encourage the regular use of Arabic. These limitations significantly hinder the effectiveness of Arabic language instruction and reduce students' opportunities to develop communicative competence. To address these challenges, this study proposes several practical strategies for developing a supportive Arabic language environment in public schools. These include establishing clear institutional goals and a shared vision for the language environment; enhancing students' motivation through well-designed language activities and the integration of modern educational technologies; and implementing comprehensive language policies that ensure the consistent practice of Arabic through structured regulations, designated language zones, and adequate learning resources and facilities. The implementation of these strategies is expected to strengthen Arabic language instruction and improve students' proficiency in Arabic as a second language.

References

- Al-'Aṣīlī, 'Abd al-'Azīz ibn Ibrāhīm. (1420 H). *Al-Nazariyyāt al-lughawīyyah wa al-naḥwīyyah wa ta'līm al-lughah al-'Arabiyyah*. Riyadh: Jāmi'at al-Imām Muḥammad ibn Sa'ūd al-Islāmiyyah.
- Al-Ḥamīd, R. (1979). *Al-Bī'ah wa mushkilātuhā*. Kuwait: 'Ālam al-Ma'rifah.
- Al-Khulī, Muḥammad 'Alī. (1480 H). *Al-Ḥayāh ma'a lughatayn (Al-Thunā'īyyah al-lughawīyyah)*. Riyadh: Jāmi'at al-Malik Sa'ūd.
- Al-Sartāwī, Fahd 'Abd al-Raḥmān. (1999). *Al-Bī'ah wa al-bu'd al-Islāmī*. Amman: Dār al-Dustah.
- Aḥmad, Muḥammad 'Abd al-Qādir. (1970). *Ṭuruq ta'līm al-lughah al-'Arabiyyah*. Cairo: Maktabat al-Nahḍah al-Miṣriyyah.
- Arsanti, M. (2014). Pemerolehan bahasa pada anak (kajian psikolinguistik). *Jurnal PBSI*, 3(2).
- Arsyad, A. (2002). *Media pembelajaran*. Jakarta: PT Raja Grafindo Persada.
- Brown, H. D. (1994). *Usus Ta'allum al-Lughah wa Ta'līmuhā (Translated from The Principles of Language Teaching by 'Abduh al-Rājiḥī & 'Alī 'Alī Aḥmad Sha'bān)*. Beirut: Dār al-Nahḍah al-'Arabiyyah.
- Creswell, J. W. (2015). *Research design: Pendekatan kualitatif, kuantitatif, dan mixed* (T. A. Fawaid, Ed.). Yogyakarta: Pustaka Pelajar.
- Daud, W. A. A. W., & Ghani, M. T. A. (2017). Exploring the significance of Arabic language among early childhood education students. In *Proceedings of the National Seminar on Arabic Language and Literature*, Universiti Sultan Zainal Abidin (UniSZA), Terengganu.
- Effendy, A. F. (2009). *Metodologi pengajaran bahasa Arab*. Malang: Misykat.
- Ellis, R. (1987). *Understanding second language acquisition (Vol. 31)*. London: Prentice Hall International.
- Hanifah, U., & Rakhmawati, I. (2020). The prominence of creating language environment in developing Arabic and English speaking skills in Islamic universities. In *International Conference on English Language Teaching (ICONELT 2019)* (pp. 271–273). Atlantis Press.
- Hidayat, A. (2012). *Bi'ah lughawīyyah (Lingkungan berbahasa) dan pemerolehan bahasa (Tinjauan tentang urgensi lingkungan berbahasa dalam pemerolehan bahasa)*. An-Nida', 37(1), 35–44.
- Humaidi, H. (2019). 'Adad al-mushkilāt wa zuḥūruhā wa ḥulūluhā fī ta'līm al-lughah al-'Arabiyyah: Dirāsah maydāniyyah bi-Jāmi'ah al-Islāmiyyah Shaykhna Muḥammad Khalīl Bangkalan. *Alsuna: Journal of Arabic and English Language*, 2(2), 129–149.
- Ibn Manzūr. (2005). *Lisān al-'Arab* (Vol. 1). Beirut: Dār al-Kutub al-'Ilmiyyah.
- Ismail, A. (2017). Dinamika perkembangan pembelajaran bahasa Arab: Antara teori dan praktik. *Lisanuna: Jurnal Ilmu Bahasa Arab dan Pembelajarannya*, 6(2), 338–362.
- Masqon, D. (2012). Al-Lughah al-'Arabiyyah: Ta'līmuhā wa ta'allumuhā fī Indūnisiyā al-ḥadīthah (Qirā'ah wāqī'īyyah namūdhajiyyah). *Tsaqafah*, 8(1), 211–230.
- Māylar, R. M. F. (2004). *Nazariyyāt ta'allum al-lughah al-thāniyah (Translated by 'Isā ibn 'Awdah al-Shurayfi from Second Language Learning Theory)*. Riyadh: Al-Nashr al-'Ilmī wa al-Maṭābi'.
- Musyafa'ah, N. (2016). Muḥāwalah takwīn al-bī'ah al-'Arabiyyah li-tarqiyat mahārat al-kalām min khilāl al-durūs al-idāfiyyah fī Madrasah Abī Dharr al-Thānawīyyah, Kendal–Dander–Bojonegoro. *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 4(1).
- Qibtiyah, L., & Alfinnas, S. (2019). Dāfi'īyyat ta'allum al-lughah al-'Arabiyyah ladā talāmīdh al-madrasah al-thānawīyyah al-ḥukūmiyyah Sumenep wa al-madrasah al-thānawīyyah Nūr al-Islām bi-Sumenep. *Al-Ta'lim Journal*, 26(1), 87–96.
- Roekhan, & Nurhadi. (1990). *Dimensi-dimensi dalam belajar bahasa kedua*. Bandung: Sinar Baru.
- Rosyid, R. M. F., & Baroroh, U. (2020). Teori belajar kognitif dan implikasinya dalam pembelajaran bahasa Arab. *Lisanuna: Jurnal Ilmu Bahasa Arab dan Pembelajarannya*, 9(1), 92. <https://doi.org/10.22373/lis.v9i1.6735>
- Setiyadi, A. C. (2014). *Nazariyyat Ibn Khaldūn fī iktisāb al-lughah. Lisanudhād*, 1(1).

- Sukardi. (2013). *Metodologi penelitian pendidikan: Kompetensi dan praktiknya*. Jakarta: Bumi Aksara.
- Sutarjo, J., & Sarbaini, A. (2019). Proporsi pengajaran bahasa Arab di pondok pesantren ditinjau dari aspek tipologi. *An Nabighoh: Jurnal Pendidikan dan Pembelajaran Bahasa Arab*, 21(1), 1. <https://doi.org/10.32332/an-nabighoh.v21i01.1254>
- Syahid, A. H. (2015). Bahasa Arab sebagai bahasa kedua (Kajian teoretis pemerolehan bahasa Arab pada siswa non-native). *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 2(1), 86–97.
- Ṭu'aymah, Rushdī Aḥmad. (1989). *Ta'lim al-'Arabiyyah li-ghayr al-nāṭiqīn bihā: Manāhijuh wa asālībuh*. ISESCO Publications.
- Ṭu'aymah, Rushdī Aḥmad. (2004). *Al-Mahārāt al-lughawiyah (Mustawayātuhā, tadrīshuhā, ṣu'ūbātuhā)*. Cairo: Dār al-Fikr al-'Arabī.
- Wahab, M. A. (2008). *Penciptaan bi'ah lughawiyah dan pengembangan keterampilan bahasa Arab dalam Epistemologi & Methodology Pembelajaran Bahasa Arab*. Jakarta: Lembaga Penelitian Universitas Islam Negeri Syarif Hidayatullah.
- Yeaqub, M. (2020). Mushkilāt ta'lim al-lughah al-'Arabiyyah li-ṭullāb Bangāl al-Gharbiyyah fī al-Hind wa ṭuruq 'ilājihā. *Arabiyatuna: Jurnal Bahasa Arab*, 4(1), 21. <https://doi.org/10.29240/jba.v4i1.1210>
- Zulqarnain, I., Rohman, M. M., Maftuhah, M., & Arifa, Z. (2019). Model pembelajaran program ekstrakurikuler bahasa Arab dan implementasinya di Madrasah Aliyah Pesantren. *Arabiyatuna: Jurnal Bahasa Arab*, 3(1), 29. <https://doi.org/10.29240/jba.v3i1.629>