



## The Role of Psycholinguistics in Developing Arabic Language Learning Methods: A Literature Review

Dea Adinda<sup>1\*</sup>, Era Fazira<sup>2</sup>, Fadhla Abi Hidayah<sup>3</sup>, Sahkholid Nasution<sup>4</sup>

<sup>1,2,3,4</sup> Universitas Islam Negeri Sumatera Utara, Medan, Indonesia

<sup>1</sup>[deaadinda@uinsu.ac.id](mailto:deaadinda@uinsu.ac.id), <sup>2</sup>[erafazira@uinsu.ac.id](mailto:erafazira@uinsu.ac.id), <sup>3</sup>[fadhlaabihidayah@uinsu.ac.id](mailto:fadhlaabihidayah@uinsu.ac.id),

<sup>4</sup>[sahkholidnasution@uinsu.ac.id](mailto:sahkholidnasution@uinsu.ac.id)

Received: October 2024

Revised: December 2024

Approved: December 2024

\*) Corresponding Author

Copyright ©2024 Authors

### Abstract

Arabic language learning often experiences obstacles, especially in understanding how students' cognitive and affective aspects affect their ability to acquire, produce, and understand the language. This indicates the need to apply a multidisciplinary approach that can overcome these challenges. This study aims to examine the role of psycholinguistics in the development of Arabic language learning methods, focusing on students' cognitive and affective aspects. The research approach used is Systematic Review (SR), by analyzing relevant articles from journals indexed through Google Scholar. The results of the study indicate that the application of psycholinguistics plays a crucial role in the development of Arabic language learning by understanding students' learning processes and designing appropriate curricula and methods. Approaches such as Task-Based Learning (TBL), Problem-Based Learning (PBL), and Generative Transformative help create more active, communicative, and applicable learning according to students' needs. In addition, linguistic theories such as structuralism, transformative-generative, and psycholinguistic-based balaghah enable more effective and relevant Arabic language teaching to students' characteristics and cognitive development.

**Keywords:** Psycholinguistics, Learning Methods, Arabic Language Learning, Systematic Review

### Abstrak

Pembelajaran Bahasa Arab sering kali mengalami kendala, terutama dalam memahami bagaimana aspek kognitif dan afektif siswa memengaruhi kemampuan mereka untuk memperoleh, menghasilkan, dan memahami bahasa tersebut. Hal ini menunjukkan adanya kebutuhan untuk menerapkan pendekatan multidisiplin yang dapat mengatasi tantangan tersebut. Penelitian ini bertujuan untuk mengkaji peran psikolinguistik dalam pengembangan metode pembelajaran Bahasa Arab, dengan fokus pada aspek kognitif dan afektif siswa. Pendekatan penelitian yang digunakan adalah *Systematic Review* (SR), dengan menganalisis artikel-artikel yang relevan dari jurnal-jurnal terindeks melalui Google Scholar. Hasil penelitian menunjukkan bahwa penerapan psikolinguistik memainkan peran krusial dalam pengembangan pembelajaran Bahasa Arab dengan memahami proses belajar siswa dan merancang kurikulum serta metode yang tepat. Pendekatan seperti *Task-Based Learning* (TBL), *Problem-Based Learning* (PBL), dan Generatif Transformatif membantu menciptakan pembelajaran yang lebih aktif, komunikatif, dan aplikatif sesuai dengan kebutuhan siswa. Selain itu, teori-teori linguistik seperti strukturalisme, transformatif-generatif, dan balaghah

berbasis psikolinguistik memungkinkan pengajaran Bahasa Arab yang lebih efektif dan relevan dengan karakteristik serta perkembangan kognitif siswa.

**Kata Kunci:** Psikolinguistik, Metode Pembelajaran, Pembelajaran Bahasa Arab, *Systematic Review*

## Introduction

Muslims around the world have studied Arabic as one of the foreign languages since ancient times.<sup>1</sup> Since Arabic is the language of the Qur'an, the holy book of Muslims, mastering it is crucial for a deep understanding of Islamic teachings, particularly in understanding the linguistic rules contained therein.<sup>2</sup> Therefore, learning Arabic not only aims to master passive language but also to develop active language skills, particularly speaking, which simultaneously fosters students' self-confidence in expressing ideas and thoughts.<sup>3</sup>

Arabic-speaking skills are a two-way process that involves sending and receiving messages.<sup>4</sup> To be well-honed, this process requires intelligence, habituation, and consistent practice.<sup>5</sup> In the context of language learning, an interdisciplinary approach, especially between linguistics and psychology known as psycholinguistics, is important. Psycholinguistics helps understand the relationship between language and the learner's mental processes, including motivation, anxiety, and self-confidence that affect the ability to speak Arabic.<sup>6</sup>

Psycholinguistics is a branch of science that studies the relationship between language and human mental processes or psychology. This science examines how individuals acquire, produce, and understand language, and how psychological aspects, such as cognition, memory, perception, and emotion, influence language use. Psycholinguistics also examines the process of language learning, both in the context of the first (mother tongue) and second language, and how psychological factors influence a person's ability and difficulty in using language.<sup>7</sup>

In the context of language learning, an interdisciplinary approach, especially between linguistics and psychology known as psycholinguistics, becomes important. Psycholinguistics helps to understand the relationship between language and the learner's

---

<sup>1</sup> Siti Rahmawati, Siti Nurhaliza Maulida, and Siti Patimah, "Pengenalan Dasar Bahasa Arab Dan Inggris Sebagai Bentuk Peningkatan Pengetahuan Bagi Generasi Milenial Di Desa Bantargadung Sukabumi," *Al-Khidmah: Jurnal Pengabdian Kepada Masyarakat* 1, no. 1 (2023): 1–9, <https://doi.org/10.51729/alkhidmah.1189>.

<sup>2</sup> Shyfa Yostiroh, "Urgensi Bahasa Arab Dalam Memahami Al-Qur'an," *Osfpreprints*, 2022, 11.

<sup>3</sup> Azhari Azhari and Kartini Kartini, "Efektivitas Pembelajaran Al-Arabiyah Linnasyiin Jilid 2 Dalam Meningkatkan Kemampuan Berbicara Bahasa Arab," *TA'DIBAN: Journal of Islamic Education* 3, no. 1 (2022): 31–40, <https://doi.org/10.61456/tjie.v3i1.53>.

<sup>4</sup> Sahkholid Nasution, "Tadris Maharah Al-Kalam Fi Madrasah Tsunaiyyah Al-Lughah Al-Stanawiyah," *LiNGUA: Jurnal Ilmu Bahasa Dan Sastra* 10, no. 2 (2016): 97, <https://doi.org/10.18860/ling.v10i2.3262>.

<sup>5</sup> Nurmasiythah Syamaun, "Pembelajaran Maharah Al-Kalam Untuk Meningkatkan Keterampilan Berbicara," *LISANUNA Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 4, no. 2 (2015): 343–59.

<sup>6</sup> Nurul Hidayah, Mukmin Mukmin, and Monika Rahma, "Kecerdasan Dan Kepribadian Siswa Di SMP IT Fathona Palembang Dan Pengaruhnya Terhadap Kemampuan Berbicara," *Taqdir* 7, no. 1 (2021): 115–30, <https://doi.org/10.19109/taqdir.v7i1.8455>.

<sup>7</sup> Nur Annisa et al., "Pemerolehan Bahasa Arab Sebagai Bahasa Kedua (Kajian Psikolinguistik)," *A Jamiy: Jurnal Bahasa Dan Sastra Arab* 12, no. 2 (2023): 468–84.

mental processes, including motivation, anxiety, and self-confidence that affect the ability to speak Arabic.<sup>8</sup> Psychological aspects that affect the learning process often closely relate to problems in language learning, especially Arabic. Factors such as motivation, anxiety, and self-confidence become significant challenges for learners. In this context, a lack of understanding of how these psychological factors interact with mental processes in language acquisition can hinder learning success. For example, high anxiety can hinder students' ability to speak fluently, while low motivation tends to reduce their efforts to continue learning.<sup>9</sup> So the problems in learning Arabic often lie in the lack of understanding of how students' cognitive and affective aspects affect their ability to acquire, produce, and understand the language.<sup>10</sup>

Several previous studies have highlighted the importance of psychological factors in Arabic language learning. Hasan's research demonstrates the application of psycholinguistics in language learning, particularly Arabic, by elucidating the connection between mental processes and language proficiency.<sup>11</sup> In addition, Nursiniah shows that psychological-based methods such as community language learning are effective in helping students overcome their fear of speaking Arabic.<sup>12</sup> Susiawati highlights how psychological factors such as motivation, self-perception, and stress management skills affect students' progress in learning Arabic.<sup>13</sup> Sopyan and Rosidin found that psycholinguistics can specifically help understand the difficulties of these four skills, both intrinsic and extrinsic.<sup>14</sup> Psycholinguistics also helps explain the mistakes students make in learning the language. Wahyuni and Yasin also explain that psycholinguistics can help teachers design more effective teaching methods, as well as provide additional perspectives that need to be considered in evaluating the transformation of learning from face-to-face to digital learning.<sup>15</sup> However, there is limited research specifically addressing how certain psychological factors, such as self-confidence, intrinsic motivation, and speaking anxiety, affect Arabic speaking ability.

This study aims to bridge the gap by providing an in-depth analysis of the role of psychological linguistics in enhancing the quality of Arabic language learning, while also exploring the role of psycholinguistics in developing learning methods. The psycholinguistic

---

<sup>8</sup> Hasan Hasan, "Psikolinguistik: Urgensi Dan Manfaatnya Pada Program Studi Pendidikan Bahasa Arab," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 1, no. 2 (2018): 1, <https://doi.org/10.35931/am.v1i2.41>.

<sup>9</sup> Hasan.

<sup>10</sup> Sahkholid Nasution and Akmal Walad, "The Effectiveness of Constructivism-Based Arabic Textbook in Higher Education," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 1 (2022): 63, <https://doi.org/10.29240/jba.v6i1.3572>.

<sup>11</sup> Hasan, "Psikolinguistik: Urgensi Dan Manfaatnya Pada Program Studi Pendidikan Bahasa Arab."

<sup>12</sup> Shofwa Nursiniah, "Mensinergikan Community Language Learning ( CLL ) Dan Total Physical Response ( TPR )" 3 (2024): 7803–19.

<sup>13</sup> Iis Susiawati et al., "Psikologi Dalam Pembelajaran Bahasa Arab (Analisis Berpikir Kreatif Dan Reflektif)," *Rayah Al-Islam* 7, no. 1 (April 28, 2023): 509–19, <https://doi.org/10.37274/rais.v7i1.708>.

<sup>14</sup> Sopyan Sopyan and Odien Rosidin, "Peran Psikolinguistik Dalam Pembelajaran Bahasa Dan Pengajaran Pada Sekolah Menengah Atas," *Syntax Literate; Jurnal Ilmiah Indonesia* 7, no. 5 (May 28, 2022): 6472–84, <https://doi.org/10.36418/syntax-literate.v7i5.7069>.

<sup>15</sup> Atik Wahyuni and Agus Yasin, "Peran Psikolinguistik Dalam Disrupsi Pendidikan Bahasa Arab," *Cakrawala Repositori IMWI* 7, no. 5 (October 24, 2024): 1411–20, <https://doi.org/10.52851/cakrawala.v7i5.735>.

approach can assist teachers in developing teaching strategies that not only emphasize the mastery of grammar and vocabulary, but also take into account the mental processes of students in understanding and using language. Thus, this study aims to examine the role of psycholinguistics in developing Arabic language learning methods through a literature review that integrates psycholinguistic concepts and their application in Arabic language education.

### Research Method

This research is a literature study that employs the systematic review (SR) method, which is also commonly referred to as systematic literature review (SLR). This technique systematically gathers, critically evaluates, integrates, and analyzes the results of various research studies that are relevant to the research question or topic under study. The research commences with a search for relevant articles related to the research topic under investigation. Researchers evaluate and identify literature and references from various journals systematically and sequentially by adhering to previously established steps and guidelines.<sup>16</sup>

This study sources its data from indexed, online journal articles with an International Standard Serial Number (ISSN), including E-ISSN. To enhance the quality of the data, we selected the most recent publications from 2020 to the present, ensuring their relevance to current developments. We collected the data using trusted websites such as Google Scholar and Scopus. The data population in this study consists of journals that emphasize the role of linguistic psychology in the development of Arabic language learning methods. The main objective of this study is to determine the effectiveness of linguistic psychology in the development of Arabic language learning methods. The research flow for data analysis follows this format:

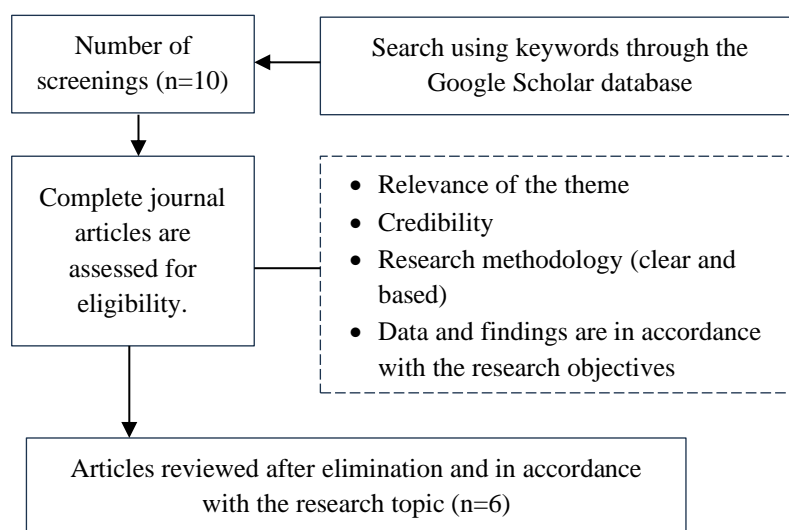


Figure 1. Systematic Review Article Process Flowchart (Adapted from Triandini)<sup>17</sup>

<sup>16</sup> H Ali, I Sastrodiharjo, and F Saputra, “Pengukuran Organizational Citizenship Behavior: Beban Kerja, Budaya Kerja Dan Motivasi (Studi Literature Review).,” n.d.

<sup>17</sup> I. G. A. A. H. Triandini, “Utilization of Family Medicinal Plant During Antenatal Care: A Review,” *Jurnal Silva Samalas* 2, no. 66–70 (2019).

## Results and Discussion

This study selects four scientific journal articles based on relevant criteria to explore the role of psycholinguistics in developing Arabic language learning methods. Each article provides in-depth insight into the contribution of psycholinguistics in various aspects of learning, from understanding the learning process and curriculum development to the application of linguistic theory in specific learning materials. Table 1 below presents a summary of the research results from the four articles, which will provide a clearer picture of how psycholinguistics can improve the effectiveness of Arabic language learning.

**Table 1. Summary of Research Results on the Role of Psycholinguistics in Developing Arabic Language Learning Methods**

Author Name	Research Title	Research Results
Nugrahawan et al. (2024) <sup>18</sup>	The Latest Psycholinguistic Cognitive Model in Supporting Arabic Language Structure Learning	<ul style="list-style-type: none"><li>• Linguistic psychology helps understand how the brain processes and stores language information.</li><li>• Linguistic psychology plays a role in how students understand and apply language rules, including in Arabic.</li><li>• Learning models such as TBL and PBL provide stimuli that enhance students' cognitive abilities in learning a language.</li><li>• Linguistic psychology supports the use of learning models that actively involve students, which enhances Arabic language comprehension more effectively.</li></ul>
Romadhon et al. (2024) <sup>19</sup>	Psycho-Socio Linguistic Phenomena in Arabic Language Learning at Muhammadiyah Boarding School Cepu	<ul style="list-style-type: none"><li>• Linguistic psychology helps us understand the role of psychological factors, such as language comprehension and information processing, in the context of social and cultural interactions.</li><li>• Linguistic psychology supports teachers in determining materials according to the level of cognitive development of students.</li><li>• Linguistic psychology helps to understand the process of processing words and expanding students' vocabulary.</li><li>• Linguistic psychology supports the development of students' reading, writing, speaking, and listening skills.</li></ul>
Hasan (2018) <sup>20</sup>	Psycholinguistics: Urgency and Benefits in Arabic Language Education Study Programs	<ul style="list-style-type: none"><li>• Psycholinguistics helps students understand how to teach effectively by considering their psychology.</li><li>• Psycholinguistics identifies the factors that cause failure and mistakes in learning Arabic.</li><li>• Psycholinguistics provides solutions to problems in learning Arabic.</li></ul>

---

<sup>18</sup> Ahmad Rizki Nugrahawan, Zainal Rafli, and Samsi Setiadi, "Model Kognitif Psikolinguistik Terkini dalam Menunjang Pembelajaran Struktur Bahasa Arab," *Tarling: Journal of Language Education* 8, no. 1 (June 9, 2024): 147–66, <https://doi.org/10.24090/tarling.v8i1.10430>.

<sup>19</sup> Nur Naria Dina Romadhon et al., "Fenomena Psiko-Sosio Linguistik Dalam Pembelajaran Bahasa Arab Di Muhammadiyah Boarding School Cepu," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 7, no. 1 (April 3, 2024): 117, <https://doi.org/10.35931/am.v7i1.3088>.

<sup>20</sup> Hasan, "Psikolinguistik: Urgensi Dan Manfaatnya Pada Program Studi Pendidikan Bahasa Arab."

Hafi et al. (2024) <sup>21</sup>	Arabic Language Learning Strategy Through Generative Transformative Psycholinguistics in Increasing the Effectiveness of Arabic Language Learning	<ul style="list-style-type: none"> <li>• Psycholinguistics plays a role in the development of Arabic language learning methods through the generative-transformative approach.</li> <li>• The Generative Transformative Theory emphasizes the ability to form new sentences from limited language knowledge.</li> <li>• Language functions as an essential communication tool to understand and convey information.</li> <li>• The learning methods identified—Qawaid &amp; Terjamah, Direct, and Audiolingual—each have advantages and disadvantages.</li> <li>• Chomsky’s theory of inner and outer structures highlights the importance of understanding the internal structure of language.</li> <li>• The psycholinguistic approach helps teachers choose methods according to student characteristics to increase the effectiveness of Arabic language learning.</li> </ul>
Mochamad Ismail (2018) <sup>22</sup>	The Role of Psycholinguistics in Arabic Language Learning	<ul style="list-style-type: none"> <li>• Psycholinguistics understands how humans acquire, understand, and use language.</li> <li>• Psycholinguistics combines linguistics and psychology for Arabic language curriculum development.</li> <li>• The curriculum includes relevant objectives, materials, methods, and evaluation.</li> <li>• The main linguistic theories, structuralism and transformative-generative, influence the learning approach.</li> <li>• Learning materials should be relevant to the lives of learners and tailored to their unique characteristics.</li> <li>• Learning methods such as qawaid, translation, direct, and eclectic have advantages and disadvantages.</li> <li>• Teachers need to understand the principles of education, psychology, and linguistics for effective learning.</li> <li>• Psycholinguistics plays an important role in designing Arabic language learning methods and materials.</li> </ul>
Sokip et al. (2023) <sup>23</sup>	The Contribution to Understanding the Study of Psycholinguistics in Facilitating Balaghah Learning	<ul style="list-style-type: none"> <li>• Psycholinguistics plays an important role in learning balaghah, especially in understanding and handling language meaning errors.</li> <li>• Teachers should implement Dale Schunk’s theory by encouraging students to apply the balaghah rules found in the text, rather than merely memorizing them.</li> </ul>

The table data above reveals that psycholinguistics plays a crucial role in comprehending the Arabic language learning process, particularly by offering teachers

<sup>21</sup> Achmad Hafi, Izzatun Naimah, and M. Yunus Abu Bakar, “Strategi Pembelajaran Bahasa Arab Melalui Psikolinguistik Generatif Transformatif Dalam Meningkatkan Efektivitas Pembelajaran Bahasa Arab,” *Tarbiyatuna: Jurnal Pendidikan Islam* 17, no. 1 (February 15, 2024): 17–31, <https://doi.org/10.54471/tarbiyatuna.v17i1.2682>.

<sup>22</sup> Moh. Ismail, “Peranan Psikolinguistik Dalam Pembelajaran Bahasa Arab,” *At-Ta’dib* 8, no. 2 (December 14, 2018), <https://doi.org/10.21111/at-tadib.v8i2.508>.

<sup>23</sup> Sokip Sokip et al., “The Contribution to Understanding the Study of Psycholinguistics in Facilitating Balaghah Learning,” *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 1 (June 11, 2023): 133–50, <https://doi.org/10.24042/albayan.v15i1.14462>.

valuable insights into effective teaching methods that take student psychology into account. As explained by Nugrahawan et al. in their research,<sup>24</sup> psycholinguistics plays an important role in understanding how the brain processes, stores, and applies language information, including in Arabic language learning. This cognitive process affects the way students understand and apply language rules, such as grammar (*nahwu*) in Arabic. Task-based learning (TBL) and problem-based learning (PBL) models provide stimulation that improves students' cognitive abilities, encouraging them to think more actively and interact with the material. Thus, linguistic psychology supports the use of learning models that actively involve students so that they can improve Arabic language understanding more effectively and applicatively.

In addition, psycholinguistics supports the development of holistic Arabic language learning. Romadhon et al., in their research,<sup>25</sup> emphasized that psycholinguistics plays an important role in Arabic language learning by helping to understand the influence of psychological factors, such as language comprehension and information processing, in social and cultural contexts. This approach allows teachers to adapt materials to students' cognitive development levels, expand their vocabulary, and support the development of reading, writing, speaking, and listening skills. Thus, psycholinguistics increases the effectiveness of Arabic language learning by considering students' psychological aspects.

Hasan,<sup>26</sup> in his research, revealed that psycholinguistics helps teachers identify students' difficulties in learning Arabic from the cognitive side, such as obstacles in understanding language structures, and affective, such as low motivation to learn. The psycholinguistic approach allows teachers to analyze these problems in depth and offer appropriate solutions so that the learning process becomes more effective and in accordance with students' needs.

The Generative Transformative Approach is one of the main approaches to learning Arabic. Research by Hafi et al. shows that this theory allows students to form new sentences even though they only have limited knowledge of the language.<sup>27</sup> In practice, teachers can use various learning methods such as Qawaid & Terjemah, the direct method, and the audiolingual method, taking into account their respective advantages and disadvantages. This approach provides flexibility for teachers to adjust learning methods to the needs and characteristics of students so that language learning becomes more communicative and functional.

Ismail emphasizes in his research that a successful curriculum must incorporate clear learning objectives, pertinent materials, suitable methods, and supportive evaluations.<sup>28</sup> In this case, linguistic theories such as structuralism and transformative-generative play an important role in students' understanding of language formation. This approach helps

---

<sup>24</sup> Nugrahawan, Rafli, and Setiadi, "Model Kognitif Psikolinguistik Terkini dalam Menunjang Pembelajaran Struktur Bahasa Arab."

<sup>25</sup> Romadhon et al., "Fenomena Psiko-Sosio Linguistik Dalam Pembelajaran Bahasa Arab Di Muhammadiyah Boarding School Cepu."

<sup>26</sup> Hasan, "Psikolinguistik: Urgensi Dan Manfaatnya Pada Program Studi Pendidikan Bahasa Arab."

<sup>27</sup> Hafi, Naimah, and Bakar, "Strategi Pembelajaran Bahasa Arab Melalui Psikolinguistik Generatif Transformatif Dalam Meningkatkan Efektivitas Pembelajaran Bahasa Arab."

<sup>28</sup> Ismail, "Peranan Psikolinguistik Dalam Pembelajaran Bahasa Arab."

teachers understand how students process language internally so that learning materials can be designed to be relevant to students' lives and in accordance with their individual characteristics.

In addition to general Arabic language learning, psycholinguistics also makes a significant contribution to balaghah learning. According to the research results of Sokip et al.,<sup>29</sup> psycholinguistics helps students understand the meaning of language in depth and deal with common misunderstandings. Dale Schunk's theory directs balaghah learning, encouraging students to apply balaghah rules within the text's context. This is different from the traditional approach, which only emphasizes memorizing rules and definitions. Thus, students not only understand the theory but are also able to apply it practically.

Through a psycholinguistic approach, teachers can create more meaningful and applicable learning. In the context of Arabic language learning, this includes understanding the structure of language, using relevant learning methods, and developing materials that are appropriate to students' needs. Approaches like generative transformative and psycholinguistic-based balaghah theory serve as significant scientific foundations for enhancing students' language proficiency.

Thus, overall, the four articles above show that the role of psycholinguistics in developing Arabic language learning methods is very significant, both in understanding students' learning processes and in designing appropriate curricula and methods. With a holistic approach, psycholinguistics not only helps teachers identify students' cognitive and affective difficulties but also enables the development of curricula that are relevant to students' characteristics and needs. Through linguistic theories such as structuralism, transformative-generative, and the application of balaghah theory, Arabic language learning becomes more effective, communicative, and applicable. Thus, psycholinguistics not only functions as a theoretical basis but also as a practical guide that can help teachers create more meaningful learning that is appropriate to students' development, making Arabic language learning more adaptive, effective, and comprehensive.

## **Conclusion**

Psycholinguistics plays a crucial role in the development of Arabic language learning by understanding students' learning processes and designing appropriate curricula and methods. Task-based learning (TBL), problem-based learning (PBL), and generative transformative approaches contribute to the creation of more active, communicative, and applicable learning that meets the needs of students. In addition, linguistic theories such as structuralism, transformative-generative, and psycholinguistic-based balaghah enable more effective and relevant Arabic language teaching to students' characteristics and cognitive development. Thus, psycholinguistics is not only a theoretical basis but also a practical guide to creating more meaningful, adaptive, and effective learning.

## **Acknowledgements**

---

<sup>29</sup> Sokip et al., "The Contribution to Understanding the Study of Psycholinguistics in Facilitating Balaghah Learning."



The author would like to express his deepest gratitude to all parties who have provided support and contributions in the preparation of this journal. Researchers and practitioners, in particular, have contributed significant insights and references concerning the function of psycholinguistics in learning Arabic. We also extend our gratitude to the lecturers, colleagues, and other parties who have provided moral and material support in the process of completing this research.

## References

- Ali, H, I Sastrodiharjo, and F Saputra. "Pengukuran Organizational Citizenship Behavior: Beban Kerja, Budaya Kerja Dan Motivasi (Studi Literature Review).," n.d.
- Annisa, Nur, Maryam, Arista, Dian, Udin, Yadin, and Wildana. "Pemerolehan Bahasa Arab Sebagai Bahasa Kedua (Kajian Psikolinguistik)." *A Jamiy: Jurnal Bahasa Dan Sastra Arab* 12, no. 2 (2023): 468–84.
- Azhari, Azhari, and Kartini Kartini. "Efektivitas Pembelajaran Al-Arabiyyah Linnasyiin Jilid 2 Dalam Meningkatkan Kemampuan Berbicara Bahasa Arab." *TA 'DIBAN: Journal of Islamic Education* 3, no. 1 (2022): 31–40. <https://doi.org/10.61456/tjie.v3i1.53>.
- Hafi, Achmad, Izzatun Naimah, and M. Yunus Abu Bakar. "Strategi Pembelajaran Bahasa Arab Melalui Psikolinguistik Generatif Transformatif Dalam Meningkatkan Efektivitas Pembelajaran Bahasa Arab." *Tarbiyatuna: Jurnal Pendidikan Islam* 17, no. 1 (February 15, 2024): 17–31. <https://doi.org/10.54471/tarbiyatuna.v17i1.2682>.
- Hasan, Hasan. "Psikolinguistik: Urgensi Dan Manfaatnya Pada Program Studi Pendidikan Bahasa Arab." *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab Dan Kebahasaaraban* 1, no. 2 (2018): 1. <https://doi.org/10.35931/am.v1i2.41>.
- Hidayah, Nurul, Mukmin Mukmin, and Monika Rahma. "Kecerdasan Dan Kepribadian Siswa Di SMP IT Fathona Palembang Dan Pengaruhnya Terhadap Kemampuan Berbicara." *Taqdir* 7, no. 1 (2021): 115–30. <https://doi.org/10.19109/taqdir.v7i1.8455>.
- Ismail, Moh. "Peranan Psikolinguistik Dalam Pembelajaran Bahasa Arab." *At-Ta'dib* 8, no. 2 (December 14, 2018). <https://doi.org/10.21111/at-tadib.v8i2.508>.
- Nasution, Sahkholid. "Tadris Maharah Al-Kalam Fi Madrasah Tsunaiyyah Al-Lughah Al-Stanawiyah." *LiNGUA: Jurnal Ilmu Bahasa Dan Sastra* 10, no. 2 (2016): 97. <https://doi.org/10.18860/ling.v10i2.3262>.
- Nasution, Sahkholid, and Akmal Walad. "The Effectiveness of Constructivism-Based Arabic Textbook in Higher Education." *Arabiyatuna : Jurnal Bahasa Arab* 6, no. 1 (2022): 63. <https://doi.org/10.29240/jba.v6i1.3572>.
- Nugrahawan, Ahmad Rizki, Zainal Rafli, and Samsi Setiadi. "Model Kognitif Psikolinguistik Terkini dalam Menunjang Pembelajaran Struktur Bahasa Arab." *Tarling : Journal of Language Education* 8, no. 1 (June 9, 2024): 147–66. <https://doi.org/10.24090/tarling.v8i1.10430>.
- Nursiniah, Shofwa. "Mensinergikan Community Language Learning ( CLL ) Dan Total Physical Response ( TPR )" 3 (2024): 7803–19.
- Rahmawati, Siti, Siti Nurhaliza Maulida, and Siti Patimah. "Pengenalan Dasar Bahasa Arab Dan Inggris Sebagai Bentuk Peningkatan Pengetahuan Bagi Generasi Milenial Di Desa Bantargadung Sukabumi." *Al-Khidmah : Jurnal Pengabdian Kepada Masyarakat* 1, no. 1 (2023): 1–9. <https://doi.org/10.51729/alkhidmah.1189>.
- Romadhon, Nur Naria Dina, Gita Fitri Ramadhani, Mifta Huljannah Langkau, and Shofil Fikri. "Fenomena Psiko-Sosio Linguistik Dalam Pembelajaran Bahasa Arab Di Muhammadiyah Boarding School Cepu." *Al Mi'yar: Jurnal Ilmiah Pembelajaran*

- Bahasa Arab Dan Kebahasaaraban* 7, no. 1 (April 3, 2024): 117. <https://doi.org/10.35931/am.v7i1.3088>.
- Sokip, Sokip, Ahmad Nurcholis, Kojin Kojin, Muhammad Zaenal Faizin, and Abu Hanifa. "The Contribution to Understanding the Study of Psycholinguistics in Facilitating Balaghah Learning." *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 15, no. 1 (June 11, 2023): 133–50. <https://doi.org/10.24042/albayan.v15i1.14462>.
- Sopyan, Sopyan, and Odien Rosidin. "Peran Psikolinguistik Dalam Pembelajaran Bahasa Dan Pengajaran Pada Sekolah Menengah Atas." *Syntax Literate ; Jurnal Ilmiah Indonesia* 7, no. 5 (May 28, 2022): 6472–84. <https://doi.org/10.36418/syntax-literate.v7i5.7069>.
- Susiawati, Iis, Dadan Mardani, Muhammad Faiz Alhaq, and Fadhila Syahda Nissa. "Psikologi Dalam Pembelajaran Bahasa Arab (Analisis Berpikir Kreatif Dan Reflektif)." *Rayah Al-Islam* 7, no. 1 (April 28, 2023): 509–19. <https://doi.org/10.37274/rais.v7i1.708>.
- Syamaun, Nurmasiyah. "Pembelajaran Maharah Al-Kalam Untuk Meningkatkan Keterampilan Berbicara." *LISANUNA Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 4, no. 2 (2015): 343–59.
- Triandini, I. G. A. A. H. "Utilization of Family Medicinal Plant During Antenatal Care: A Review." *Jurnal Silva Samalas* 2, no. 66–70 (2019).
- Wahyuni, Atik, and Agus Yasin. "Peran Psikolinguistik Dalam Disrupsi Pendidikan Bahasa Arab." *Cakrawala Repositori IMWI* 7, no. 5 (October 24, 2024): 1411–20. <https://doi.org/10.52851/cakrawala.v7i5.735>.
- Yostiroh, Shyfa. "Urgensi Bahasa Arab Dalam Memahami Al-Qur'an." *Osfpreprints*, 2022, 11.