

Faculty of Islamic Economics and Business Students' Second Language Acquisition on Arabic through Hybrid and Receptive Learning Models

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Abstract

This research aims to analyze the ability of students at the Faculty of Islamic Economics and Business (FEBI) IAIN Ponorogo to master Arabic as a second language through hybrid and sensory learning activities. This qualitative research with a case study type was done toward 176 students, with a sample of 20 students as the research population. The sampling technique was carried out using non-probability sampling with the snowball sampling method because the samples were taken based on the needs of this research. The research data is in the form of pronunciation of vocabulary sounds, spelling of Arabic letters, verbs and nouns, understanding the material being listened to, and reading Arabic texts of FEBI IAIN Ponorogo students in the odd semester of 2022/2023 academic year. The student reading source used in the research is the book "Al-'Arabiyyah fī Dirāsah al-Mu'āmalāt", namely the module book taught in the course "Arabic for Economics". Observation, interviews, and documentation are used to carry out data collection techniques. Data analysis techniques use data reduction, presentation, concluding, and verification. The results of the research show that the mastery of Arabic as a second language by students at the Islamic Economics and Business Faculty of IAIN Ponorogo in taking the "Arabic for Economics" course tends to be different from each other as they enter the preproduction stage of language acquisition. This means that they have not mastered much foreign vocabulary. This is caused by the educational background taken before college. Besides, another influencing factor is the neighbourhood where students live.

Keywords

Al-'Arabiyyah fī Dirāsah al-Mu'āmalāt; IAIN Ponorogo; Language Acquisition

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1. INTRODUCTION

As in other field of education, in the modern and post-Covid-19 era, learning Arabic cannot be exempted from the precision of digital technology (Akhsan & Muhammadiyah, 2020a). Various conventional approaches and methods must accept that Arabic language learning must adapt to digital developments (Hanifah et al., 2022) (Syagif, 2023). Arabic is no longer taught using classical methods such as *sorogan* and *tarjamah*, but has shifted to the latest methods using various visual media, audiovisuals, anime, and the like. (Akla, 2021) (Midi HS, 2020). Like it or not, this reality must be accepted by Arabic language educators and students, including in Indonesia. Nowadays, all learning instruments have to switch to digital technologies (Ritonga & Nazir, 2020) (Aguilar, 2018)(Almaidah et al., 2023). The transition to digital learning models which has been mushroomed especially after the pandemic has impacted aspects of psychology, education, culture, society, and the economy.

Hybrid Learning is an Arabic language learning model used during the COVID-19 and post-pandemic (Akhsan & Muhammadiyah, 2020b). Or, what can be said about blended learning? Hybrid Learning is an educational program that can be implemented through online content and teacher instructions so that students can adjust the use of time and place for learning (Ummah & Nasih, 2022)(Gunawan et al., 2021). Due to the Covid-19 pandemic, some learning has shifted to utilizing existing technology. One is the hybrid learning model, combining online and face-to-face learning. Hybrid learning increasingly optimizes the role of digital technology such as computers, even though learning activities are still carried out face-to-face.(Simarmata et al., 2019) (Hilmi, 2021). With hybrid learning simulations, teachers and students can be more efficient in learning languages, especially time and place efficiency.

Meanwhile, for students outside of the study program focusing on Arabic language, such as literature and language education, studying Arabic as a second language is undoubtedly more challenging than studying their mother tongue language (Mubarak et al., 2022). For this research, the case the researcher encountered was the material object of students at the Faculty of Islamic Economics and Business (FEBI) IAIN Ponorogo. Based on the results of observations and interviews with several students at the faculty, it can be concluded that students have difficulty in mastering Arabic. Various factors cause this. Firstly, Arabic is a second language (L2) at the psycholinguistic level. Difficulties in mastering Arabic can come from aspects of vocabulary, pronunciation and reading. Difficulties become more complicated when learning is done online. Secondly, the students who enter the Faculty of Islamic Economics and Business at IAIN Ponorogo are primarily high school and vocational school alumni. Therefore, they only learned Arabic for the first time when they entered the faculty. Thirdly, students' lack ability or skills in reading and writing Arabic scripts are due to family background, environment, and even religion. Fourthly, most students do not prioritize Arabic language courses because such courses are considered as additional courses at the faculty.

The Arabic language course at the faculty, or "Arabic for Economics", is an introductory course in the linguistics group that FEBI IAIN Ponorogo students must take. This course was formulated through the results of a study of the Graduation Competency Standards (SKL) and Graduation Learning Achievement (CPL) of the Undergraduate Study Program at Islamic Religious Universities (PTKI) and the Faculty of Islamic Religion (FAI) on Higher Education compiled by the Directorate of Islamic Religious Higher Education (Diktis), Directorate General of Islamic Education (Dirjen Pendis), Ministry of Religious Affairs of the Republic of Indonesia (Kemenag RI) regarding the 2018 Indonesian National Qualifications Framework (KKNI) and National Higher Education Standards (SNPT), especially in Islamic Education, including in Sharia Economics and Banking Study Program. The course "Arabic for Economics" reviews normative *fiqh muamalah* with an introductory language in Arabic. The achievement of this course is that students understand the essence of Sharia economic law and various transaction contracts on a fundamental basis that originate from classical books (*turās*) before studying conventional economic theories and contemporary Sharia economics. By understanding *fiqh muamalah* normatively, it is expected that students will be able to develop more comprehensive sharia economic studies.

The course "Arabic for Economics" takes literature from the book "Al-'Arabiyyah fi Dirāsah al-Mu'āmalāt" written by the researcher himself, Wahyu Hanafi Putra, in mid-2022 as a lecture teaching module. The book was prepared in light Arabic, hoping students understand the material well. Because the Arabic Economics lecture material is textual, the lecture method used is *Qawāid wa Tarjamah*. Students read Arabic text, translate and describe the meaning of the text, and read receptively. The learning model used is hybrid learning by maximizing the e-learning facilities provided by the Institute and a receptive learning model by practising listening and reading Arabic text skills.

Students learning experiences while taking the "Arabic for Economics" course using a hybrid learning model have positive and negative impacts. The positive impacts include time and place efficiency. Meanwhile, the negative impact is that students need to understand Arabic texts better while they listen and read Arabic writing. These two weaknesses are strengthened by four factors that underlie students' difficulties in learning Arabic: Arabic as a B2 factor, Arabic language skills, alumni, and perception. This is following the stated research findings (Jeda et al., 2022) that one of the internal factors that contribute to difficulties in learning Arabic is students' educational background and opinions regarding Arabic. In terms of language, one of the reasons is that Arabic is not the mother tongue in Indonesia (Aluwi et al., 2023).

Researchers associate FEBI IAIN Ponorogo students studying Arabic at the Institute with second language acquisition (L2), not language learning. This is because most students need to learn Arabic, have not yet learned Arabic, and some have even only heard of Arabic. Second language (L2) acquisition differs from learning (Slabakova, 2013) as it can refer to linguistic abilities internalized naturally without a person realizing it. One focuses more on linguistic form/construction (Bertin et al., 2010) while foreign language learning among non-native Indonesian students is essential to know how Indonesians can learn and understand the grammar of the target language. So, how can they recognize and understand speech in a foreign language and be able to speak in a foreign language? Those who master the first and second languages can speak other languages (foreign languages) if they learn foreign grammar during the learning processes (Syahid, 2015).

The use of two Arabic language learning models (hybrid and receptive) in secondary faculties impacts students' Arabic language acquisition process. Students with an average age of 18 to 20 years master quite complex Arabic as their language skills should be similar to adults (Grosjean & Li, 2013). The uniqueness of acquiring Arabic for FEBI IAIN Ponorogo students with a hybrid and receptive learning model includes mastering Arabic vocabulary, spelling of Arabic letters, verbs and nouns, understanding the material being listened to, and reading Arabic texts. The most extraordinary thing is the difficulty of mastering Arabic sounds (phonetics), especially for students barely new to the Arabic script.

Literature Review

a. Second Language Acquisition

Second language acquisition is defined as how a second or foreign language (L2), other than the mother tongue/first language (L1), is learned by someone (Ellis et al., 1997). However in Noam Chomsky's view, language acquisition theory only addresses the first language (L1) and does not apply to the second language (L2). Chomsky calls language acquisition as the acquisition of language, namely the first language. Meanwhile, the second language is obtained from the learning process (Chomsky, 2006). Meanwhile, in contrasting opinion, Krashen stated that language acquisition does not only apply to the first language (L1), as the process of language acquisition can be extended to a second language (L2), namely a foreign language (Krashen & (Oxford), 1981). A second language can be learned in the same way as a first language. This is one of many cases where Krashen had opinions and differences of opinion.

Regarding language learning, Stephen Kraschen has a contrary opinion to that of other linguists.

Most linguists respect grammatical rules when studying languages, but Krashen rejects them. According to him, the essence of language learning is the ability to speak and communicate in the target language (communication). (Setiyadi & Salim 2013).

Language acquisition can include many skills, such as syntax, phonetics, and extensive vocabulary. Language acquisition usually refers to the acquisition of a first language, which tests a child's mastery of the mother tongue (Setiyadi & Salim, 2013). Therefore, when second language acquisition is used in a second language, second language acquisition is the acquisition of the human ability to produce, understand, and unconsciously convey the words that will be used. (Krashen & Pergamon English Institute (New York, 1982) . The process includes extensive knowledge of syntax, pronunciation and vocabulary of languages other than the mother tongue/primary language. These languages are often referred to as target languages, such as second, third, and fourth. (Saville-Troike, 2005).

Krashen believes that language acquisition applies to first and second languages (Mi & Yar, 2023). Therefore, he explains the difference between language acquisition and language learning. Language acquisition is a natural process as the role of language learning involves humans unconsciously. Language acquisition is obtained from the customs that apply around it. Actors are actively involved in language acquisition, just as babies imitate their mother's language. This situation will produce natural language and communication skills and actors can improve their skills with others around them (Krashen & (Oxford), 1981). Meanwhile, according to him, language learning is the process of mastering language through learning and realization which involve the role of other people around him. Actors can develop language mastery by learning and communicating with the people around them (Pranowo, 2015).

b. Hypotheses and Stages of Second Language Acquisition

Krashen has formulated several second language acquisition hypotheses: 1) learning acquisition hypothesis, 2) monitoring hypothesis, 3) natural sequence hypothesis, 4) input hypothesis and 5) adequate filter hypothesis (Krashen & Pergamon English Institute (New York, 1982). These five hypotheses work optimally with two stages of second language acquisition, namely attitude stage and talent stage (Muliawati, 2014). The attitude stage is the natural or unconscious acquisition of language where actors or learners can understand and use language through listening and reading. At the same time, the talent stage is a conscious process of acquiring a second language. Actors or students can pay attention to forms and rules and understand the language process being studied (Krashen & (Oxford), 1981).

c. Language Acquisition Phase

Second language acquisition has five phases: preproduction, initial production, initial speaking, fluency, and proficiency (Windasari, 2020) (Mi & Yar, 2023). First, preproduction. They also call it a period of silence. In this period, students speak little because they only have a receptive vocabulary of 500 words. Second, early production allows students to speak in short sentences with one or two words at this stage. Third, initial speaking where second language learners' vocabularies at this level increase to 3000 words, allowing them to communicate in simple interrogative sentences. Fourth, fluency is when students already have more than 6000 words and can use sentences with more complex structures. Fifth, proficiency skills where students can be skilled at speaking well, including complex language skills, listening, speaking, reading and writing (Haynes, 2007) .

d. Hybrid Method

Hybrid learning combines face-to-face learning, computer-based learning (offline), and internet-based learning (online) (Bin Zainuddin et al., 2016). This means learning with a learning technology approach with a combination of face-to-face learning resources with instructors and computer media, cell phones, video conferencing, television channels and continuous media. The hybrid method, also called as blended learning, aims to combine the best learning characteristics of indoor (face-to-face)

learning and the best learning characteristics of the online system to increase students' active independent learning. The hybrid method also helps reduce face-to-face time in the classroom, providing flexibility for students and teachers (Pringle et al., 2003) (Hanifah et al., 2022; Ummah & Nasih, 2022). Students can learn independently by utilizing online resources, while class time can be focused on in-depth interactions and the application of concepts. When implementing the hybrid method (Bin Zainuddin et al., 2016), student progress is measured holistically, considering both face-to-face and online aspects of learning. The result is a dynamic learning environment that arouses student interest and provides independent, solid skills, in line with the main goals of the hybrid method approach. Blended learning focuses on changing the form of classical learning to produce more active students by using material inside and outside the classroom (Sjukur, 2013) (Faridawati Noor bt Asmuz, 2022). Student activity can have a positive impact as the ultimate goal of blended learning is to increase students' understanding of the learning material as shown by increasing subject scores. (Windasari, 2020) (Aulia et al., 2021). The importance of the hybrid method also lies in its ability to overcome obstacles that may arise (Ihdatul Hidayah, 2021), such as limited access or inability to attend physical classes. By utilizing online learning, students can access material and participate in the learning process without necessarily being in a specific physical place (Arifudin, 2022).

Based on the explanation above, this research aims to analyze the ability of students at the Islamic Economics and Business Faculty of IAIN Ponorogo to master Arabic as a second language through hybrid and sensory learning activities.

2. METHOD

This research is a qualitative case study approach. Researchers conducted research related to the SECO acquisition of Arabic, which at this stage reduces the ability to master Arabic vocabulary, spelling of Arabic letters, verbs and nouns; the ability to understand the material being listened to; and the ability to read Arabic texts for students at the Faculty of Islamic Economics and Business, IAIN Ponorogo for the 2022/2023 Academic Year. The research population was 176 students, with a sample of 20 students. The sampling technique was carried out using non-probability sampling with the snowball sampling method. Research data consists of pronunciation of vocabulary sounds, spelling of Arabic letters, verbs and nouns, the ability to understand the material being listened to, and the ability to read Arabic texts. The source of student reading used as research data is the book "Al-'Arabiyyah fi Dirāsah al-Mu'āmalāt", that is a teaching module of the course "Arabic for Economics".

Researchers carried out participatory observations during lectures by directly observed the Arabic language activities of FEBI IAIN Ponorogo students. Researchers can derive receptive and productive abilities from the results of these observations. Observations were carried out during the odd semester of the 2022/2023 academic year with fourteen meetings in each class. Interviews carried out the second data collection technique. At this stage the researcher interviewed several student respondents regarding the "Arabic for Economics" lecture they were taking. Then documentation techniques are carried out by collecting several relevant research documents, such as the results of questionnaires given online. Research data was analyzed by data reduction, presentation, drawing conclusions and verification. The stages are: the researcher reduces some of the data on Arabic vocabulary mastery; spelling of Arabic letters, verbs, and nouns; understand the material listened to; and students' ability to read Arabic texts. The researcher presented this data in the form of diagrams and tables, which were then used for analysis. Data analysis was carried out by discussing the research results with the theory of second language acquisition. Then, compare the results with several other similar studies. Data triangulation was carried out at the verification stage, namely adjusting some second language acquisition data from observation, interview and documentation techniques.

3. FINDINGS AND DISCUSSIONS

Findings

At the very beginning, researchers conducted an online search for secondary education background to determine the results of second language acquisition among students at the Islamic Economics and Business Faculty of IAIN Ponorogo. This step is very important to create a landscape of research results easier. The educational background of students at the Faculty of Islamic Economics and Business IAIN Ponorogo in 2022/2023 as research respondents is shown at Figure 1.

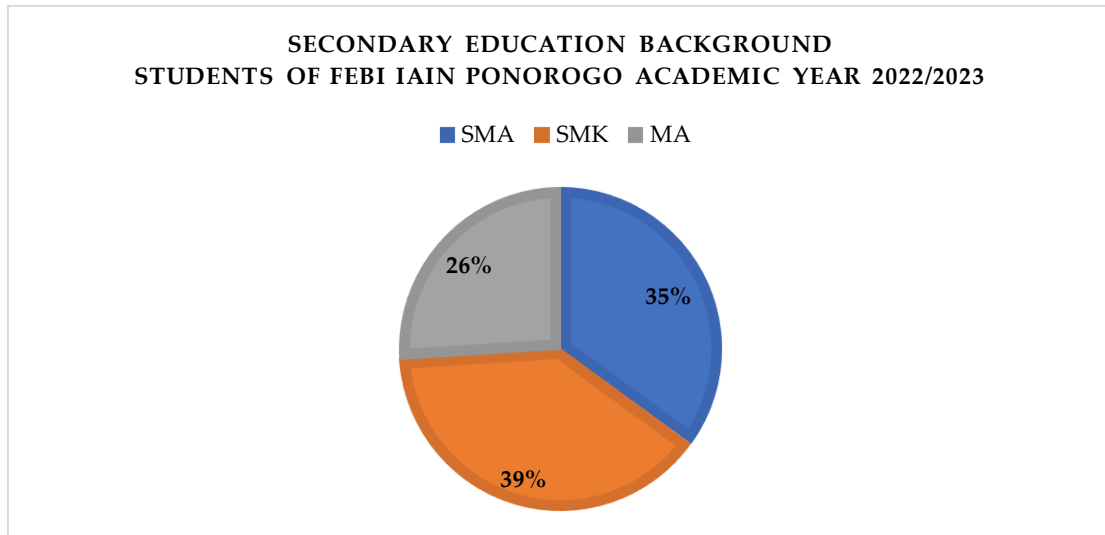


Figure 1. Secondary Education Background of FEBI IAIN Ponorogo Students for Academic Year 2022/2023

It can be seen that of the 20 samples of students who took the Al-'Arabiyyah fi Dirāsah al-Mu'āmalāt course, 35% of them had a high school (SMA) background. Meanwhile, those with Vocational High School (SMK) background at 39%, and Madrasah Aliyah (MA) at 26%. The average high school graduate majors in science and social studies. Meanwhile, vocational school graduate students are considered to have various majors, such as accounting, office administration, multimedia, fashion design, catering, electrical engineering and light vehicle engineering. This means that students from the Islamic Economics and Business Faculty of IAIN Ponorogo for the 2022/2023 academic year have varying secondary education backgrounds with almost the same percentage. This secondary education background is one of the considerations for successful mastery of a second language in attending the course.

Regarding second language acquisition in this study, researchers identified the Arabic language skills of 20 students by adjusting their secondary education background. The results of data processing on Arabic language skills lead to Arabic speaking and reading skills. This reduces some of the students' ability to master Arabic vocabulary, spell Arabic letters, verbs and nouns, understand the material they are listening to, and read Arabic texts, as shown at Figure 2.

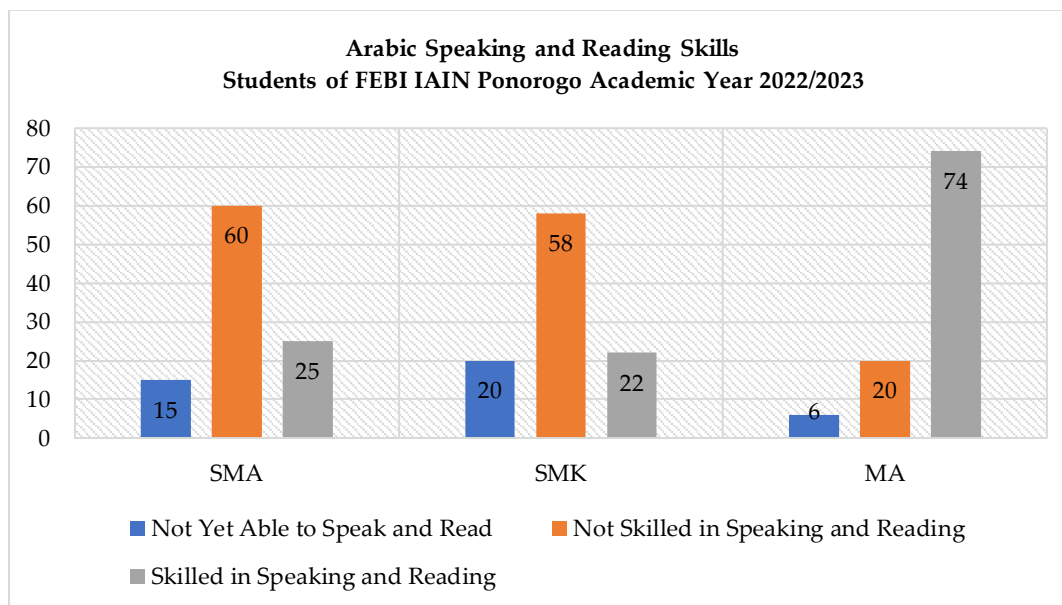


Figure 2. Arabic Speaking and Reading Skills FEBI IAIN Ponorogo Students FY 2022/2023

On figure 2, it can be seen that of the students with SMA background, 15% cannot speak and read Arabic texts, 60% have no speaking and reading skills, and 25% are skilled in speaking and reading. Then, for students with SMK background, the percentage was 20% of students who could not speak and read Arabic texts, 58% were not skilled in speaking and reading, and 22% were skilled in speaking and reading. Meanwhile, only 6% of students with an MA educational background were found to be unable to speak and read Arabic texts, 20% were not skilled in speaking and reading, and 74% were skilled in speaking and reading. This means that students with an MA educational background are more skilled in speaking and reading Arabic texts at 74% of the total sample compared to students with an SMA educational background at 25% and SMK at 22%.

Data on students' Arabic speaking and reading skills as shown at figure 2 reduces students' second language acquisition abilities in the form of mastery of Arabic vocabulary, mastery of the spelling of Arabic letters, verbs and nouns; the ability to understand the material being listened to; and the ability to read Arabic texts. Researchers succeeded in identifying several data points, as presented at Table 1.

Table 1. Forms of Mastery of Arabic Vocabulary, Spelling Letters, Verbs, and Nouns

No	Pronunciation	Standard Vocabulary	Arabic-Indo transliteration	Meaning
1	<i>Ihtilāp</i>	اختلاف	<i>Ikhtilāf</i>	Opposition
2	<i>Jaromen</i>	جرمين	<i>Jaramaini</i>	Two grams
3	<i>Tasarruf</i>	تصرف	<i>Taşarruf</i>	Submission
4	<i>Āriyah</i>	عارية	<i>'Āriyah</i>	Borrow borrow
5	<i>Ta'dil Ajrah</i>	تعديل الأجرة	<i>Ta'dil al-Ujrah</i>	Prices are worth it
6	<i>Alā Siqah</i>	على ثقة	<i>'Alā Śiqah</i>	Trusted
7	<i>Garar</i>	غرار	<i>Gharar</i>	Have no certainty
8	<i>In Lam Yakun</i>	إن لم يكن	<i>illam yakun</i>	Although
9	<i>Yustahabu</i>	يستحب	<i>Yustahabbu</i>	Ordained
10	<i>Yastaiqido</i>	يستيقظ	<i>Yastaiqiḻa</i>	Get up

The form of Arabic vocabulary mastery, as shown at Table 1 is a form of students' ability to pronounce Arabic vowels and consonants. Some students still have difficulty pronouncing Arabic vowels and consonants because the letter characters between Arabic and Indonesian are still the same. Like the pronunciation of the vocabulary "ihtilāp", even though the correct pronunciation is "ikhtilāf".

This similarity refers to the pronunciation of "h" in Indonesian with the letter "kh" in Arabic. The letter "h" comes out of the throat cavity, while the letter "kh" comes out of the end of the throat. In pronouncing letter sounds, students find it easier to pronounce "h" than "kh". Furthermore, the pronunciation of the vocabulary word "jaromen" in standard Arabic reads "jaramain" with the character *imālah* or fat slant sound therefore it is easier for students to pronounce "jaromen". Then, in pronouncing the vocabulary "taSarruf," pronounced "tasarruf." These two vocabularies emphasize the pronunciation of the letter "s" in Indonesian and the letter "ṣād" in Arabic. Phonologically, the two letters come off the tip of the tongue with different vibes. The vibrations produced make a soft "s" sound while the vibrations emitted for the sound "ṣād" are thicker. Next, the word "Āriyah" must be pronounced "Āriyah" by emphasizing the letter "ain" which comes from the end of the throat. However, students find it easier to pronounce "a" which comes out of the mouth. The last vocabulary pronunciation is "ta'dil ajrah," which must follow the morphological rule "ta'dil al-ujrah."

Next, the noun form is marked by the pronunciation of the sound "Alā Siqah," which in Arabic phonology should be pronounced "Alā Síqah." Students replace the sound of the letter "ain" with the letter "a" and replace the letter "S" in Arabic with the letter "s" in Indonesian. This is because it is easier to pronounce. Furthermore, the sound "Garar" should be pronounced "Gharar" using the letter "ghain" which comes from the end of the throat. Then, pronounce the sound "in lam yakun" , which should be pronounced "illam yakun," by removing the sound of the letter "nun." In the rules of tajwid science, this sound is considered idghām Bila Ghunnah. However, students pronounce it by including the sound of the letter "nun." The form of the verb that is spoken next is the vocabulary "Yustahabu", which according to the rules of Arabic morphology should be "YustaHabbu." It seems that the student pronounced one letter incorrectly, namely "h". The letters that should be pronounced are "H" which originates from the middle of the throat. The final form of the verb sound that students pronounce is "Yastaiqido", which morphologically should be pronounced "Yastaiqiḏa." The pronunciation of the sound indicates an error in the sound in this vocabulary, "do", which should be pronounced "ḏa" with the source.

The next form of second language acquisition is the student's ability to understand the material being listened to and the ability to read Arabic texts. Both of these abilities are related to sensory abilities. Some students experience differences in their ability to understand the lecture material they are listening to, as well as their ability to read Arabic texts. Researchers succeeded in identifying four sentences in the structure of Arabic. The structural patterns in question are morphology and syntax, as shown at table 2.

Table 2. Students' Listening and Reading Ability of Arabic Text

No	Pronunciation	Standard Vocabulary	Arabic-Indo transliteration	Meaning
1	<i>ngalā siqqah minal qiyāmi bihā</i>	على ثقة من القيام بما	<i>'alā siqqah min al-qiyām bihā</i>	Trust do it
2	<i>Min tharfin ilā akhar</i>	من طرف إلى آخر	<i>Min t'arfin ilā akhar</i>	From another aspect
3	<i>Innamal wadī'tu nginda al-fuqahā' amanatun</i>	إنما الوديعة عند الفقهاء أمانة	<i>Innamā al-wadī'ah 'inda al-fuqahā' amanāh</i>	In fact, according to jurists, with is a mandate
4	<i>Mālun dā'un min mālikihi bisukût au ghaflalatin</i>	مال ضاع من مالكه بسقوط أو غفلة	<i>Mālun dā'un min mālikihi bisuqût au ghaflah</i>	Property that the owner wasted because it fell or forgot

As explained at Table 2, researchers only found four sentences from how students read Arabic texts. Some students experience differences in their ability to understand the lecture material they are listening to, which has an impact on their ability to read Arabic texts. As in the first sentence "ngala siqqah". Then the second sentence, "Min tharfin". In the first sentence structure, students read the letter urn with a "Javanese" accent, namely "ngala" and an absorption of the letter "si" in the word siqqah, while these two phonemes do not exist in Arabic phonetic terms. Then in the sentence "Min tharfin"

students still associate the sound of the letter "fa'" with the sound of the letter "t" in Indonesian.

The absorption of the third sentence pattern is marked by the pronunciation of "Innamal wadī'tu nginda al-fuqahā' amanāh" which should be read "Innama al-wadī'ah 'inda al-fuqahā' amanāh". However, the visible form of pronunciation is that students still use the phoneme "ngi" to explain the vibration of the letter "ain" in Arabic. Then say the sentence "Mālun dā'un min malikihi bisukût au ghaflatin", which should read "Mālun dā'un min malikihi bisuqût au ghaflah." The form of sound error in this pronunciation is connecting the Arabic letter "qaf" with the letter "k" in Indonesian. The researchers found this based on direct observations made during Arabic language learning.

Discussion

The use of two Arabic language learning models, namely hybrid and receptive, at the Faculty of Islamic Economics and Business IAIN Ponorogo has an indirect impact on students' mastery of Arabic, as stated that students are aged 18 to 20 years. At this age, human language abilities must be in line with adult language abilities (Grosjean & Li, 2013). However, we found uniqueness in the students' mastery of Arabic. Factors in implementing the hybrid and receptive learning model turned out to be the main pioneers in the acquisition of Arabic, including mastery of Arabic vocabulary; mastery of the spelling of Arabic letters, verbs and nouns; the ability to understand the material being listened to; and the ability to read Arabic texts.

Table 1 explains that students' mastery of Arabic vocabulary, spelling, verbs and nouns still needs to be improved. This can be seen in errors in pronunciation of verb and noun sentence structures. Students are producing, understanding, and unconsciously conveying the words used. Based on (Krashen & (Oxford), 1981), this language awareness process is the main form of acquisition where human receptive language skills are lacking (Haynes, 2007) as students have a maximum of 500 words. Even the vocabulary that is read can get better, there are still errors in pronunciation of language sounds. The background of education before they enter college has also shown important impact because they still need to be trained to speak and read Arabic texts. However, this thesis is tentative and not absolute (Alzouebi et al., 2020).

Same as the explanation of table 2, students' abilities in listening and reading Arabic texts in the form of perfect sentences still need to be improved. The unclear sensory function of language, starting from the formation of language structures, the pronunciation of verb sounds, nouns and particles in perfect sentences, is a conscious effort of human language. (Krashen & Pergamon English Language Institute (New York, 1982; Slabakova, 2013). The entry of students into the preproduction language acquisition phase is pivotal characteristic. Students need to learn more Arabic vocabulary even though they have entered adulthood. Students have not mastered Arabic vocabulary due to previous educational, social and environmental backgrounds. So, when they start learning a foreign language (Arabic), they are still in the preproduction stage, where they have not yet mastered much foreign vocabulary (Mutholib et al., 2021).

Research by (Slabakova, 2013) states that the acquisition of a second language in children is almost the same in adults, especially for adults who need to be more familiar with foreign language terms. Furthermore, research by (Dąbrowska et al., 2020) said much literature shows that adult students are different from children. They often fail to acquire native-like competence in a second language due to the influence of age. However, Dąbrowska and Street (2006) challenge the common assumption in linguistic systems that all normal speakers master the basic constructs of their language. He said that the ability to speak a language with a particular structure depends on the linguistic experience of each speaker.

The acquisition of a second language (Arabic) for students at the Faculty of Islamic Economics and Business at IAIN Ponorogo can be considered imperfect. They only entered the preproduction stage because their vocabulary was still lacking. They enter on a preproduction basis because they have

various and impactful educational background before entering college, in addition to their environmental and social background. Therefore, the receptive skills in reading Arabic books "Arabic for Economics" have not been fully mastered. This shows that second language acquisition for adults is almost the same or more difficult than for children, even though not completely.

4. CONCLUSION

The acquisition of a second language by students at the Islamic Economics and Business Faculty of IAIN Ponorogo in taking the "Arabic for Economics" course tends to differ. They are only entering the preproduction language acquisition stage in the sense that they have not yet mastered much foreign vocabulary (*mufradat*). This is caused by the educational background taken before they entered college. Another influencing factor is the environment where students live. So, receptive abilities characterized by mastery of vocabulary, spelling of letters, verbs and nouns, and reading Arabic texts can be said to be imperfect. On the other hand, learning carried out using the hybrid method is very helpful, especially in the current era, so that learning is not only monotonous in face-to-face classes, but also varies with the use of existing technology by utilizing the advantages of online learning.

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