

ACQUISITION OF ARABIC VOCABULARY THROUGH THE BOOK AL'ARABIYYAH BAINA YADAIK (I) IN FOREIGN LANGUAGE COURSE INSTITUTIONS

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Abstract

This study aims to describe the acquisition of Arabic through the book Al-'Arabiyyah Baina Yadaik (I) for course participants at the At-Tasniim Yogyakarta foreign language course institution. This research is qualitative with a case study approach. The research data is the Arabic language acquisition of the course participants. Sources of data obtained from course participants. Observation, interviews, and documentation carry out data collection techniques. While data analysis with data reduction, data presentation, and conclusion. The results of the study stated that the acquisition of Arabic vocabulary through the book Al-'Arabiyyah Baina Yadaik (I) at the foreign language course institute (LKBA) At-Tasniim Yogyakarta was passed by course participants in several phases; pre-production, early production, start-up, fluency, and finesse. Some Arabic vocabulary is taken from the book. More than 60% of course participants have succeeded in mastering Arabic vocabulary in the "good" category. The rest, no less than 40% of the course participants, master the Arabic vocabulary in the "moderate" category. As for some assessments to measure Arabic vocabulary mastery at LKBA At-Tasniim Yogyakarta are the accuracy of pronouncing Arabic phonology, the accuracy of pronouncing letters and intonation, and the accuracy of identifying the meaning of each word in Eufat.

Keywords

Second language acquisition; Arabic; At-Tasniim



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INTRODUCTION

The term "acquisition" is used in mastering the first language as one of the developments that occur in a human being from birth (Saville-Troike, 2005). What is meant by acquisition (language acquisition) here are the processes that occur in the language center in the brain of a child (infant) when he is acquiring his mother tongue (Krashen & (Oxford), 1981). Tarigan explained language acquisition in acculturation theory, that language acquisition is one aspect of acculturation and the level of acculturation of a person in a particular language group in acquiring another language or what is meant by a second language (foreign language) (Tarigan, 2011). Meanwhile, acculturation in language acquisition is determined by a person's level or social distance and his psychology toward the target language's culture (Krashen & Pergamon Institute of English (New York, 1982).

While vocabulary or mufradat is important in mastering Arabic (Muat, 2013), a limited collection of vocabulary will hinder students from communicating in the target language, namely Arabic (Azizah et al., 2021). Therefore, educators must have strategies for learning Arabic, especially in increasing students' vocabulary, so that the goal of mastering students' Arabic is well achieved (Hermawan, 2011), especially in reproducing students' receptive abilities (Hijriyah, 2018). Vocabulary mastery has a significant urgency in language acquisition. The first thing that students must master is mastering vocabulary (Mufidah et al., 2019).

In perspective (Morgan et al., 2016), mastery means knowledge and skills in carrying out an activity. This means that a person can be said to be a master when he has good knowledge within himself and then can apply this knowledge in the form of activities or activities (Scrimgeour & Morgan, 2018). In language learning, vocabulary mastery is implemented through listening, speaking, reading, and writing skills (Haris et al., 2021). Vocabulary mastery is very influential on students' language skills. Mastering a large vocabulary can make it easier for each student to explore language skills (Zahratun, 2015).

Acquisition of Arabic for students at the At-Tasniim Yogyakarta foreign language course institution (LKBA) is necessary. This institution provides Arabic language course services for participants at every level. The At-Tasniim course institute was established in 2011, having its address at Mlati, Sleman Yogyakarta. The study schedule for course participants is Monday to Thursday from 08.00-14.30 WIB. Friday teaching outside the institution, and Saturday study time starts at 08.00-11.30. Course duration is 90 minutes per session. On average, three sessions are daily, each followed by four to five-course participants (Mitrajati, 2023).

Workspace Collective at Jalan Watugede No. 58, Wonorejo, Sariharjo, Kec. Ngaglik, Sleman Regency, Special Region of Yogyakarta 55581, with a more representative and comfortable class atmosphere. This location is wider to accommodate course participants (Mitrajati, 2023). Several course participants included female students, business people, health workers, homemakers, teachers, and young lecturers. However, many cannot continue as the course progresses until the program Al-'Arabiyyah Al-Qur'andniyyah. This was due to factors such as moving to work out of town, getting married, not having the time you wanted, and having a new job. However, many participants complete the material by the end of the course (Mitrajati, 2023).

Since the end of 2019, the Arabic language course has moved to the Arabic language course at LKBA At-Tasniim has been complemented by several supporting books such as books Al-'Arabiyyah banana Yadaik (I) and the book translation Al-Quran juz 1,2,3. As for grammar, Arabic grammar and Arabic morphology are delivered by the teacher integratively. Indirectly the materials of Arabic grammatical rules and morphology become part of the search for the rules of the book Al-'Arabiyyah Banana Yadaik (I). Book Al-'Arabiyyah Baina Yadaik (I) supports reading and speaking skills. Meanwhile, the rules of Arabic grammar and Arabic morphology from the teacher serve as a support to strengthen productive language skills such as writing. As for acquiring Arabic vocabulary, each course participant refers to the book Al-'Arabiyyah Baina Yadaik (I) (Mitrajit, 2023).

Several related studies; research (Muradi, 2018) with functional theory results says that language acquisition depends on cognitive development. So someone based on language output then processes it by giving meaning. In the end, it gave birth to language as input. As for the Al-Qur'an, the process of acquiring language with externally obtained utterances and stimuli. They are welcomed by the potential that is owned and assisted with existing tools. Humans digest messages that arrive and process them with thought processes with the memory they have. It is continued by understanding the nature of language and, ultimately, creating a 'new' language. Research (Astuti, 2016) shows the need for various strategies for learning vocabulary (mufradat) in Arabic. This is because the competencies possessed by each student are very different. So, in this case, the teacher's pedagogical abilities are needed. Research (Badarudin et al., 2021), digital storytelling, and acting in teaching and learning based on the TPCK model have successfully cultivated creative elements and students' seriousness in learning Arabic more effectively and can add elements of strengthening the curriculum such as creativity. Research (Aulya, 2017) applying the silent learning method can improve student learning outcomes in the material al-bait. Then research (Qomaria, 2016) with the

results of developing an interactive Arabic book can be used for the learning process to support vocabulary acquisition in increasing Arabic language proficiency for class IV MI An-Nur Bululawang Malang.

Some studies above have gap acquisition of Arabic as a second language through vocabulary learning (mufradat). Such as the use of various strategies (Muradi, 2018), (Astuti, 2016), (Badarudin et al., 2021) and Arabic learning media (Aulya, 2017). However, some use book material to support mastery of Arabic vocabulary, such as research (Qomaria, 2016). The latter research is in line with this study. However, researchers use book media *Al-'Arabiyyah Baina Yadaik (I)* to acquire Arabic vocabulary at LKBA At-Tasniim. Thus, this study aims to describe the acquisition of Arabic through the book *Al-'Arabiyyah Baina Yadaik (I)* for course participants at the At-Tasniim Yogyakarta foreign language course institution.

METHOD

This research is qualitative, using a case study approach. It is to describe social phenomena in depth (Yin, 2009). The researcher took the research location at the At-Tasniim Yogyakarta Foreign Language Course Institute (LKBA). A course institution that consistently teaches Arabic and Islamic Studies (Mitrajati, 2023). The research data is in the form of vocabulary acquisition (mufradat) Arabic language mastered by course participants. The book *Al-'Arabiyyah Baina Yadaik (I)* is the main reference in learning Arabic vocabulary. The data sources were obtained from course participants and ustadz/ustadzah who teach at the institution. The population that the researchers took was 20-course participants. Using purposive sampling, at least, can help researchers to determine the number of samples. The sampling technique is snowball sampling. Or serial sampling at a certain amount (Biklen, 1982).

Observation, interviews, and documentation carry out the data collection techniques. Researchers made observations at LKBA At-Tasniim Yogyakarta from January to April 2023 to gather information regarding acquiring Arabic vocabulary. Researchers also interviewed several parties; course participants, ustadz and ustadzah, who teach at LKBA At-Tasniim Yogyakarta. The researcher also presents several Arabic language learning documents at LKBA At-Tasniim Yogyakarta to strengthen the research data.

The research data was analyzed by reducing, presenting, and drawing conclusions. Very appropriate for universal data analysis in qualitative research (Moeloeng, 2011). Researchers reduce

Arabic language acquisition data at LKBA At-Tasniim Yogyakarta, especially those that lead to vocabulary learning (mufradat). From these data, the researcher then presents them in tabular form. Conclusions are drawn by analyzing exposure to Arabic vocabulary mastery with the discourse of acquiring a second language. Then the researcher also dialogued it with several other relevant studies to become a dialectical discourse.

FINDINGS AND DISCUSSION

Findings

The book *Al-'Arabiyyah Baina Yadaik* (I) Has 16 chapters with various themes—the results of the acquisition of Arabic vocabulary (mufradat) presented in the chapter. For chapter 16, the vocabulary is not presented because it is repetitive. The details of chapters, themes, and collections of vocabulary are as follows;

Table 1. The Theme of Learning Arabic
at LKBA At-Tasniim Yogyakarta Referring *Al-'Arabiyyah Baina Yadaik* (I)

الوحدة	القواعد و التراكيب
التحية و التعارف	أعداد (١), اسم الإشارة (١)
الأسرة	جمع الكلمات , المنادى
السكن	إضافة (٢ و ١), وصفي (٢ و ١), أيام الأسبوع
الحياة اليومية	أفعال (ماضي , مضارع , أمر) بثلاثة أحرف, الحياة اليومية
	إضافة (٣)
الطعام و الشراب	أعداد (٢) أعداد عشرات, ضمير للملك + الأسماء
	الخمسة,
	حرف الجزم + الأفعال الخمسة
الصلاة	مفعول به و أنواعه
الدراسة	وصفي (٣), جملة مفيدة
العمل	عندل, لدى, الساعة ١١-١٢
التسوق	ظرف المكان و الزمان, ألوان (مذكر و مؤنث)
الجو	كان و أخواتها
الناس و الأماكن	تصريف من "كان", مزيج الإضافة و الوصفي
	إنّ و أخواتها , كتابة : البلاد , الساعة (٢) و
	الدقائق
	مصادر, خصائص المؤنث, المضدات, أنواع الهوايات

الأفعال و خصائصها	
جہات, حرف النصب, ممنوع من الصرف	السفر
تميز, الشهور العربية, اسم الإشارة, حال, بدل	الحج و العمرة
الحساب, الكسور	الصحة
-	العطلة
الفعل المعلوم و المجهول	
أعداد (٣): وحدة, عشرات, مئات, آلاف	
بناء الفعل : حرف العلة و الصحيح	
أنواع الفعل : الثلاثي و الرباعي	
الاستثناء, اسم الموصول, اسم الإشارة (٢), توكيد	

Table 2. Vocabulary Learning Arabic

at LKBA At-Tasniim Yogyakarta referring *Al-'Arabiyyah Baina Yadaik (I)*

الوحدة الأولى	الوحدة الثانية	الوحدة الثالثة	الوحدة الرابعة	الوحدة الخامسة
أخ	أذان الفجر	أثاث	طبق	أرز
أخت	أسر	فرن	أو	ماء
أب	أباء	سخان	أول	خبز
اسماء	أمهات	سجادة	أيضا	طعام
محنة	اخوان	ستارة	تلفاز	شراب
بلاد	أولاد	سرير	استيقظ	تمر
كيف	عمّة	مطبخ	نام-ينام	عنب
ما	خال	مرآة	بعد	قهوة
من	ابن	خمس	بعض	شاي
متى	جدّ	مشاهدة	ساعة	طلب-يطلب
حال	جدّة	شقة	حافلة	فاكهة
نعم	صورة	بيت	ذهب-يذهب	كثير
جنسية	غرف	رقم	سيارة	كيل
هل	معلم	خميس	غسل-يغسل	لحم
هذه	معطف	من فضلك	كنس-يكنس	دجاج
هذا	نظارة	الخامس	كوى-يكوي	سلطة
مدرس	والد	اثنان	لباس	أكل-يأكل
مهندس	شجرة	الثاني	مبكر	شرب-يشرب
طالب	ولد	الاثنتين	شاهد-يشاهد	مئة

طبيب	توضاً-يتضاً	حيّ	صباح	خمسون
مدرسة	صلّى-بصليّ	جامعة	مساء	نخيف
صديق	هيتا	مطار	نهار	سمك
سوري	حمام	أراد-يريد	ملابس	وجبة
سوريا	غرفة	أريكة	صحيفة	غداء
من	رسول	الرابع	كتب	فطور
مصر	صور	مشتري	اشرب!	كل!
مصري	أصدقاء	بائع	كل!	سنة
بلد	صديقات	مستأجر	أكنس!	عمر
بلاد	طلاب	مأجر	اغسل!	بدن
احوال	طالبات	أي خدمة	صحف	حليب
أخي	أخوات	ثلاجة	أطباق	لبن
صديقي	اخوة	بيوت	متأخر	لا تأكل
أختي	اعمام	اقلام	عمل-يعمل	لا تأكل
أمي	اخوال	سرر	عند الفجر	لم يشرب
أبي	عشرة	أسكن	لا ينام	ذو البيت
أين	قرأ-يقرأ	الأربعاء	عطلة	عشاء
الخير	إلى	اربع	يوم العمل	فضّل-يفضّل
مع السلامة	ستّة	دور	كبير	جوعان
اهلا و سهلا	سبعة	تفضّل	فجر	ضيوف
تعارف	أسرة	سكن	عمل	سمين
الوحدة السادسة	الوحدة السابعة	الوحدة الثامنة	الوحدة التاسعة	الوحدة العاشرة
آسف	أسبوع	أحب-يحب	آخر	مطر
استطاع-	أشهر	أطفال	أمام	بارد
يستطيع				
انتظر ينتظر	الآن	تربية	بصل	أمطر-يمطر
جانب	أيام	هندسة	بكم	برّ
زاهب	شهر	طبّ	بن	بقي-يبقى
بعيد	اختبار	صيدلة	تفضّل!	بلد
سادس	استراحة	طيران	خيار	تحت صفر
سمع-يسمع	بدأ-يبدأ	طفل	ثوب	ترك-يترك
صحيح	ثقافة الإسلامية	كليّة	خلف	تكلم-يتكلم

صلوات	جدول دراسي	طيار	دفتر	بارك-بيارك
عشاء	انتهى-ينتهي	صيدلي	سكر	الفصل
عمل-يعمل	حاسوب	مهندس	ملح	شتاء
فكرة	حصّة	طبيب	بيض	صيف
كسلان	درس-يدرس	مدرّس	علبة	خريف
قريب	رياضيات	تمريض	دينار	ربيع
مریض	شعبان	ممرض	طبق	غدا
مسافر	شهر	مهنة	قميص	ذشاطئ
مغرب	صفّ	مرحلة	احمر	حضر-يحضر
منته	طويل	درس-يدرس	اخضر	أحضر-يحضر
وضع-يضع	عام دراسي	مهن	اصفر	خارج
طیبة	علوم	ابتدائية	ايض	حارّ
جزا-يجزي	كان-يكون	متوسطة	اسود	سواء
سافر-يسافر	كتب-يكتب	عالية	ازرق	سوق
صلّ !	لوحة	مستشفى	قمصان	قضى-يقضي
معك	مختبر	ثانية عشرة	مطلوب	مبتل
ليل	مكتبة	حادية عشرة	معجم	مظلة
نهار	مواد دراسي	طلّاب	ر يال	معتدل
مساجد	نظر-ينظر	سبع ساعات	شيء	دافئ
كم	وقت	لي طفل	فوق	خيمة
صلاة	دراسة	عمل	تسوق	الجوّ
الوحدة الحادية	الوحدة الثانية	الوحدة الثالثة	الوحدة الرابعة	الوحدة
عشرة	عشرة	عشرة	عشرة	الخامسة عشرة
أستاذ	أحاديث	أسابيع	أشواط	صحّة
أسواق	آية	أقام	أحد عشر	قابل-يقابل
ازدحام	اختار-يختار	إقامة	اعتمر-يعتمر	شفا-يشفي
استغرق-	جمع	تأشيرة	جمرة	دواء
يستغرق				
انتقل	جميع	خروج	خلق-يخلق	نصح-ينصح
تزوّج	طوابع	تذكرة	حول	مارس-يمارس
تلوّث	صحافة	دخول	ذبح-يذبح	اسعاف
تقريب	جناح	جنوب	لبي-يلبي	صدر
جواز	خطّ	شرق	رمي-يرمي	قلب

حمراء	فروسية	غرب	سرور	سليم
ضوضاء	سباحة	شمال	رؤوس	اسنان
مشكلة	كرة السلة	حقيبة	ركعة	انف
مدينة	صيني	فتح-يفتح	سعى-يسعى	أذن
قرية	كرة القدم	خطوط	شروق	حجرة
نقي	مراسلة	غادر	شعر-يشعر	صداع
هادئ	معرض	مقبولة	صام-يصوم	زكام
هواء	هواية	فقد-يفقد	طاف-يطوف	سكرات
قطار	مفيد	فندق	وصل-يصل	زيادة
نصف	ليت	طائرة	لبس-يلبس	فحص-يفحص
سعيد	لغة	طيران	مقات	موعد
ربع	دقائق	الثانية عشرة	الحادية عشرة	ارتفاع
تزوج-يتزوج	جمعية	حقائب	فناديق	ألم
ولكن	لعل	دقائق	النفر الأول	شعر-يشعر
رحلة	الصين	المضيف	النفر الثاني	راحة
سفر	شمس	الموظف	ذو الحجة	غيث-يغيث

In 1 book, at least 475 vocabularies are new vocabulary for course participants. Most of the course participants are foreign speakers. This means Arabic is the second language (B2) learned after the mother tongue (B1). So the acquisition of a second language by each course participant varies greatly. The abilities mastered by each course apart from learning also vary. Some course participants are acquiring receptive skills to develop listening and reading skills. Others have mastered the productive skills of speaking and writing Arabic. Acquisition of Arabic through vocabulary as a second language for course participants at LKBA At-Tasniim was stated to be very effective. At least a book, Al-'Arabiyyah Baina Yadaik (I), can support learning. According to the researcher, out of 20-course participants, at least 14 have mastered Arabic vocabulary in the "good" category. The remaining 6-course participants mastered vocabulary in the "moderate" category. The details are categorized in the phases of second language acquisition according to (Krashen & Pergamon Institute of English (New York, 1982);

Table 3. Arabic Vocabulary Acquisition Phase at LKBA At-Tasniim Yogyakarta

No	Phase	Results
1.	Pre-production	Six Participants memorized less than 500 Arabic vocabularies
2.	Initial production	Nine Participants spoke in short Arabic sentences

3.	Let's talk	Four participants mastered 3000 Arabic vocabulary from various sources
4.	Smoothness	Three Participants can use sentences with a more complex structure
5.	Skills	There aren't any

Referring to the second language acquisition phase in Table 3, several indicators of Arabic vocabulary mastery assessment (mufradat) in LKBA At-Tasniim Yogyakarta are; the accuracy of pronunciation of Arabic phonology, the accuracy of pronunciation of letters and intonation, the accuracy of identifying each word in the meaning Euftrat. Some of these assessments are considered as a consideration for the success of mastering Arabic vocabulary for each course participant. Looking at the 14-course participants who entered mastery in the "good" category, at least it was above 60%. This means that using the book *Al-'Arabiyyah Baina Yadaik (I)* can help the mastery of Arabic vocabulary. The rest, less than 40% of course participants, fall into the "moderate" category. Book *Al-'Arabiyyah Baina Yadaik (I)* can contribute to the mastery of Arabic vocabulary even on a moderate scale. Some Arabic learning activities at LKBA At-Tasniim Yogyakarta are as follows:

Figure 1 and 2. Arabic Language Course Activities and Buildings at LKBA At-Tasniim Yogyakarta



The atmosphere of a representative study room at LKBA At-Tasniim with the latest educational technology facilities supports course activities. As shown in Figure 1, all Arabic language course participants seemed enthusiastic about participating in learning. Even so, the ustaz and ustazah who teach continue to use the Bible *Al-'Arabiyyah Baina Yadaik (I)*.

Discussion

The acquisition of Arabic vocabulary as a second language at LKBA At-Tasniim Yogyakarta is by optimizing the use of books *Al-'Arabiyyah Baina Yadaik (I)*. This is appropriate for developing students' Arabic language competence (Taubah, 2019). Acquiring Arabic aligns with the second

language acquisition theory (Krashen & (Oxford), 1981). Mastery of a second language requires good media and environment. The media plays a role in stimulating the cognitive development of students. Meanwhile, the environment(habit) stimulates receptive and productive skills (Ellis et al., 1997). This means that the media used by LKBA At-Tasniim Yogyakarta is sufficient to accommodate the needs of learning vocabulary. Meanwhile, course institutions' environments (habits) are also very supportive. Some of the material was delivered in Arabic.

Second language acquisition, as in principle (Krashen & (Oxford), 1981), goes through several phases; pre-production, pre-production, early speaking, fluency, and finesse. First, pre-production. They also called the period of silence. During this period, students only spoke a little because they only had a receptive vocabulary of up to 500 words. Second, initial production allows students to speak in short sentences of one or two words at this stage. Third, let's start talking. The vocabulary of second language learners at this level has increased to 3000 words, enabling them to communicate in simple interrogative sentences. Fourth, fluency is when the learner already has more than 6000 words and can use sentences with more complex structures. Fifth is proficiency. Students can be skilled at speaking well, which includes complex language skills; hearing; speaking; reading; and writing (Haynes, 2007).

Course participants at LKBA At-Tasniim Yogyakarta have passed several phases. Beginner course participants can only master the Arabic vocabulary in the book *Al-'Arabiyyah Baina Yadaik* (I) as many as 250 to 450 vocabulary. Several other participants were also practicing speaking Arabic using memorized vocabulary. At the next level, some are skilled at using several vocabularies to communicate with peers or teachers who teach. Those in this phase have mastered over 6000 good vocabularies written in books *Al-'Arabiyyah Baina Yadaik* (I) or vocabulary obtained through other sources, such as study rooms and institutional environments. Researchers have yet to find Arabic language course participants at LKBA At-Tasniim who occupy the fifth phase, namely language proficiency. Course participants need help to holistically integrate the four language skills (listening, speaking, reading, and writing).

The findings of this study are at least relevant to research findings (Qomaria, 2016), which define book material to support Arabic vocabulary mastery. However, the findings of this study do not support the findings (Chafidzoh, 2020), which explain the extroverted personality of student A with a more open tendency to have a more spontaneous pattern of acquiring Arabic. Meanwhile, the introverted personality with a more inclined tendency has a pattern of acquiring Arabic that is

more disciplined and structured. However, there are many variables to improve Arabic vocabulary mastery. From the internal side through the personality of students. Then also, from the external side through the Arabic language learning methodology or environmental factors (Mubarak et al., 2022).

CONCLUSION

Acquisition of Arabic vocabulary through books *Al-'Arabiyyah Baina Yadaik* (I) at the At-Tasniim Yogyakarta foreign language course institute (LKBA) The course participants went through several phases; pre-production, early production, start-up, fluency, and finesse. Some Arabic vocabulary is taken from the book. More than 60% of course participants have succeeded in mastering Arabic vocabulary in the "good" category. The rest, no less than 40% of the course participants, master the Arabic vocabulary in the "moderate" category. As for some assessments to measure Arabic vocabulary mastery at LKBA At-Tasniim Yogyakarta are the accuracy of pronouncing Arabic phonology, the accuracy of pronouncing letters and intonation, and the accuracy of identifying the meaning of each word in mufradat.

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