



PSYCHOLINGUISTICS IN ARABIC LEARNING: HISTORY AND URGENCY

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Abstract

This study is expected to minimize the stigma attached to the students' minds about the complexity in the structure and grammar of Arabic, as well as the difficulty of finding the Arabic equivalent in Indonesian. These difficulties can be resolved through psycholinguistic understanding. This study tried to describe solutions to problems in learning Arabic as a second language based on a psycholinguistic perspective. This article offers three principles that guide successful language learning. They are principles of education, psychology, and linguistics. This study used a qualitative method with a library research. The main references included books, journals, articles, proceedings, and researches related to the role of psycholinguistics in Arabic learning. The results of psycholinguistic studies are widely used to understand students' second-language learning in formal education. The scope of psycholinguistics has proven to be very beneficial for language learning.

Keywords: *Arabic Language Learning, Psycholinguistics, Arabic Language Skills.*

Abstrak

Tujuan artikel ini untuk dapat meminimalisir stigma yang melekat dalam benak peserta didik terkait kerumitan dalam struktur bahasa Arab, tata bahasa, dan sulitnya menemukan padanan kata dalam bahasa Indonesia dapat dicarikan solusinya melalui pemahaman psikolinguistik. Artikel ini mencoba mendiskripsikan solusi solusi atas problematika dalam pembelajaran bahasa Arab sebagai bahasa kedua dengan perspektif psikolinguistik. Sebagai kontribus penulis dalam tulisan ini menawarkan tiga prinsip yang menjadi acuan berhasilnya pembelajaran bahasa, yaitu prinsip pendidikan, prinsip psikologi dan prinsip linguistik. Artikel ini merupakan penelitian kualitatif dengan menggunakan metode studi pustaka atau *library research* melalui referensi utama yang berasal dari buku, jurnal, artikel, prosiding dan penelitian terkait peran psikolinguistik dalam pembelajaran bahasa Arab. Hasil dari kajian psikolinguistik banyak dimanfaatkan dalam memahami bagaimana peserta didik mempelajari bahasa kedua mereka dalam pendidikan formal. Ruang lingkup psikolinguistik terbukti sangat bermanfaat bagi pembelajaran bahasa.

Kata Kunci: *Pembelajaran Bahasa Arab, Psikolinguistik, Keterampilan Bahasa Arab.*

INTRODUCTION

Arabic entered Indonesia at the same time as Islam entered the Nusantara archipelago. Initially, Arabic was studied as a ritual language or the language used in Muslim religious practices. The obligation to use Arabic in prayer, reading the Holy Quran, and studying various Islamic scientific literatures greatly affect the high interest in learning Arabic. At a later stage, Arabic began to become a subject listed in the learning curriculum at Madrasahs and Islamic boarding schools. The teaching of Arabic as a second language starts from elementary level to university under the auspices of the Ministry of Religious Affairs.

Hassanain explains that there are two functions of language, namely a means of communication and an identity that shows culture and civilization.¹ The emergence of Islam has brought new terms that are now widely-used such as *zakat*, *jihad*, etc. In addition, language also acts as a medium of thinking. Language in our minds is transformed into something that can be sensed, heard, understood, and responded. An Arabic expression reads as follows.

التفكير كلام نفسي والكلام تفكير جهري^٢

“Mind is the language of the heart and language is what represents the mind.”

Language learning is not a simple process because it requires an understanding about how an individual uses it appropriately. In other words, more than just a mechanistic process, language learning is a process that involves mental processing. In language teaching, this means means that the focus of study is not merely on the linguistic aspect of language but also on the mental processes, which belongs to the realm of psychology. The combination of these two sciences is what make up the term psycholinguistics.³

The combination of psychology and linguistics, namely the discipline of psycholinguistics, also examines humans' language production and how language can be understood by an interlocutor. Psycholinguistics connects the area of linguistics with the area of psychology to understand language processes, i.e. the process to understand and produce language.⁴

Psycholinguistic scientific development began in the West in the 19th century. Psycholinguistics is a multidisciplinary scientific study that is originated from linguistic interest in psychology, as well as psychology in linguistics. In general, the development of psycholinguistics

¹ Imam Asrori, *Sintaksis Bahasa Arab Frasa – Klausa – Kalimat* (Malang: Misykat, 2004), 17.

² Syuhadak, *Pengajaran Bahasa Arab Bagi Muslim Indonesia* (Malang: UIN Malang Press, 2006), 20.

³ Mochamad Ismail, “Peranan Psikolinguistik dalam Pembelajaran Bahasa Arab,” *Jurnal At-Ta'dib* 8, no. 2 (2013):281-297.

⁴ 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): 6.

in the 20th century was still dominated by behaviorism and neo-behaviorism psychology. Until now, scientists have indentified five changes in the direction of psycholinguistic development.⁵

Considering the importance of psycholinguistic theories in second language learning, it is essential that teachers or educators understand and study these theories. Hasan states that the learning of Arabic in the Indonesian formal education context has shown less than favorable outcome despite of it being carried out and planned systematically.⁶ It is in this context that psycholinguistics as a tool of analysis can help teachers understand the problems that students have in learning a language.

A study conducted by Ismail found that it is important for teachers to understand different theories of psychology. A good understanding of these theories can help teachers apply language-learning methods well. These theories of psychology include behaviorism and cognitivism theories. Another aspect that must be considered by language teachers is the linguistic aspect. The linguistic principles enable us to see the relationship between psycholinguistics and language learning methods.⁷ These two principles are the object of psycholinguistic studies.

Syahid argues that it is necessary that second language language teachers study psycholinguistics. Psycholinguistics will enable teachers to identify learners' second language acquisition effectively and how they can understand complex Arabic grammar. Psycholinguistics is also useful to understand how second-language learners produce speech and use their skills to communicate.⁸

Zulhanan, the author of "Bahasa Arab dan Psikolinguistik Kajian Konseptual dan Historis", concluded that Arabic and psychology have a relevant relationship. Arabic is the source of various components and elements of the Arabic language, whereas psychology is a branch of linguistics. Both deals with the same subject matter, namely language. In terms of concepts and history, psycholinguistics is an amalgamation of two different disciplines, namely psychology and linguistics. Psycholinguistics was only established as a separate field of study in the 20th century, which began with the Social Science Research Council seminars in the United States.⁹

The innovation that the writer proposes is to improve the learning of Arabic as a second language in Indonesia. The writer will theoretically discuss psycholinguistics and the role it plays in

⁵ Suhartono, *Psikolinguistik dan Perkembangannya*, 129.

⁶ Hasan, "Psikolinguistik," 9.

⁷ Ismail, "Peranan Psikolinguistik dalam Pembelajaran Bahasa Arab," 284.

⁸ Ahmad Habibi Syahid, "Bahasa Arab Sebagai Bahasa Kedua (Kajian Teoretis Pemerolehan Bahasa Arab pada Siswa *Non-Native*)," *ARABIYAT: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 2, no. 1 (12 September 2015): 86–97.

⁹ Zulhannan, "Bahasa Arab dan Psikolinguistik: Kajian Konseptual dan Historis," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 2, no. 9 (2017): 260.

the teaching and learning of Arabic. The writer will also discuss the development of psycholinguistic studies in the teaching and learning of Arabic in Indonesia.

METHOD

This research is a qualitative research based on library research. The writer studies references and research results obtained through reading relevant literature that can provide information about the topic. In this study, data were collected by exploring and searching sources from books, journal articles, or other items relevant to the topic. After the required data were collected, the researcher analyzed them by means of descriptive data analysis techniques and interpretation. The researcher would then provide an adequate explanation.

RESULT AND DISCUSSION

The History of Psycholinguistic Development

Changes of Psycholinguistic Direction during 1950-2000

At the end of the 19th century, many psychologists in European countries began to study in depth language and the phenomenon of its use. Concurrently, many linguistic experts began to have a thorough understanding of the object of their study. Both disciplines study the same object, namely language. Their ideas converged into a new scientific disciplines called psycholinguistics. Psycholinguistics was proposed by George Miller and Charles Osgood in 1950. In a 1951 conference of linguists and psychologists called Social Science Research Council, the collaboration of these two scientific disciplines was discussed. The attending figures include psychology experts, such as John Carroll, Charles Osgood, and Thomas A. Sebeok, and linguistic experts such as Joseph Greensberg and Floyd Lounsbury. Through the collaborative seminar, the meeting point between these two disciplines was formulated; the studies were determined; differences and similarities in the two were then put together. In short, the meeting became the foundation for future psycholinguistic development.¹⁰

In 1954, Osgood, Carroll, and Sebeok held an interdisciplinary seminar, which was later documented in a psycholinguistic book entitled *Psycholinguistics, A Survey of Theory and Research Problems*.¹¹ Osgood's mediation theory is used to study the inner events that mediate stimuli and responses. In psycholinguistics, mental events become the study of psychology, while stimuli and responses become linguistic works. In simple terms, we can classify psycholinguistic development

¹⁰ Abdul Chaer, *Psikolinguistik : Kajian Teoritik* (Jakarta: Rineka Cipta, 2003), 32.

¹¹ Muhammad Yusuf, "Psikolinguistik dalam Metodologi Pembelajaran Bahasa Arab di Era Postmetode," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 2, no. 2 (2019):183-202.

into developmental years. The 1950s psycholinguistic period was influenced by behaviorism and structural taxonomy theory. In the 1960s to early 1970s period, cognitive and transformationalist-mentalistic views dominated psycholinguistics. In the 1980s, psycholinguistics was influenced by communicative pragmatics, in addition to transformational theory. In the 1990s, pragmatics and sociolinguistics became mainstream. In the 2000s, an integrative model emerged consisting of behavioral, cognitive, and personality traits components.¹²

Dr. Jasim Ali Jasim has another opinion. His research entitled “Psycholinguistics for ancient Arabic linguists” concluded that ancient Arab scholars discussed psycholinguistic topics accurately. Their views were very influential in modern psycholinguistic theories in general. The notion of deep and surface structures in particular clearly show that Chomsky was indirectly influenced by al-Jarjani’s system theory.

Definition of Psycholinguistics

Psycholinguistics is a combination of two words, namely psychology and linguistics. These two branches of science have different methods and procedures but they both study or are incorporated in the scope of language. Linguistics examines language in terms of sound, word form, language structure and the meaning of words. On the other hand, psychology focuses on the study of the mental processes involved in the production of language verbal and production.¹³ Ibn Jinni (392 H) defines language as a sound that is used to express a goal or will. He defines that language has a social function and has a social framework. This sound then produces thousands of words, which within a certain period form millions of sentences. This is the way for language to represent human civilization and thought. Linguistics is a scientific domain that studies the symbols of sound, which contain the process of receiving language from speaker to receiver, and discusses how these sounds are formed to become something that has meaning.¹⁴

In scientific development, Islam also has a well-known figure in the field of psychology, namely Al Farabi (870-950). He had an interest in the study of psychology. Western figure of psychology Sigmund Freud (1856-1936) explains that humans have soul components known as id, ego, and superego. In Islamic psychology, these components have their equivalents, namely *Nafs*, *Aql*, and *Qalb*. Al Farabi determines that humans have the potential to think (*al-quwwat an-nathiqah*), which enables humans to understand knowledge, including language.¹⁵ In his book,

¹² Henry Guntur Tarigan, *Psikolinguistik* (Bandung: Angkasa, 1986), 45.

¹³ Tarigan, *Psikolinguistik*, 3.

¹⁴ Mahmud Fahmi Hijazi, *Madkhal ila ‘Ilmi al-Lughah* (Kuwait: Daruts Tsaqafah, 1975), 3.

¹⁵ A. Khudori Sholeh, “Pemikiran Psikologi Al-Farabi (Renungan Awal Menuju Psikologi Islam),” *Psikoislamika : Jurnal Psikologi dan Psikologi Islam* 5. no.2 (2008): 154.

Introduction to Psycholinguistic, Slama (1973) explains that psycholinguistics is a scientific discipline that is used as a scalpel of analysis to reveal the psychological process when a person communicates with an interlocutor. Psycholinguistics also describes a person's ability to learn language and its acquisition.¹⁶ The main objective of this scientific study is to find the structures and the processes that underlie human abilities so that they are able to communicate and understand language.

The term psycholinguistics, also called psychology of linguistics, originally stems from the interest of linguists in language behavior or the discipline of psychology. On the other hand, psychologists who are interested in studying language behavior also named their group the psychology of language. Hence, the systematic collaboration between the two disciplines in the form of a new science.¹⁷ Linguistics and psychology are two different fields. In psycholinguistics, both of them have a very close relationship. In thinking, human uses language as an instrument to (1) identify what thinks; (2) sort the main points of thought; and (3) develop the mind. Without a language system, the thinking process will have difficulty in interpreting the product of thinking.¹⁸

Noam Chomsky also explains how language has a relevant and related relationship. He gave an example of a child learning to speak a language. A child learns to express idea through the language he has learned from his parents. This process is called inner speech or egocentric speech.¹⁹ The scope of psycholinguistics also includes the study of language disorders, such as a child with hearing disabilities. Psycholinguistics also studies how a child uses sign language as their first language. The process of understanding sign language in a child's development is also an important thing that is highlighted in psycholinguistics.²⁰

Based on various descriptions of the definition of psycholinguistics, the writers concluded that the orientation of psycholinguistics is to understand the psychological processes behind the use of language. Therefore, it implies several things related to psycholinguistics. First, the field of psycholinguistics cannot stand alone between psychology and linguistics, the combination of the two is essential. Second, the focus of psycholinguistics is not the aspects and elements of language. It is the human language processes (mental processes that take place when humans communicate using language).

¹⁶ Cazacu Tatiana Slama, *Introduction To Psycholinguistic* (Paris: Mouton, 1973), 39.

¹⁷ Tarigan, *Psikolinguistik*, 45.

¹⁸ Abdul Chaer, *Psikolinguistik*, 6.

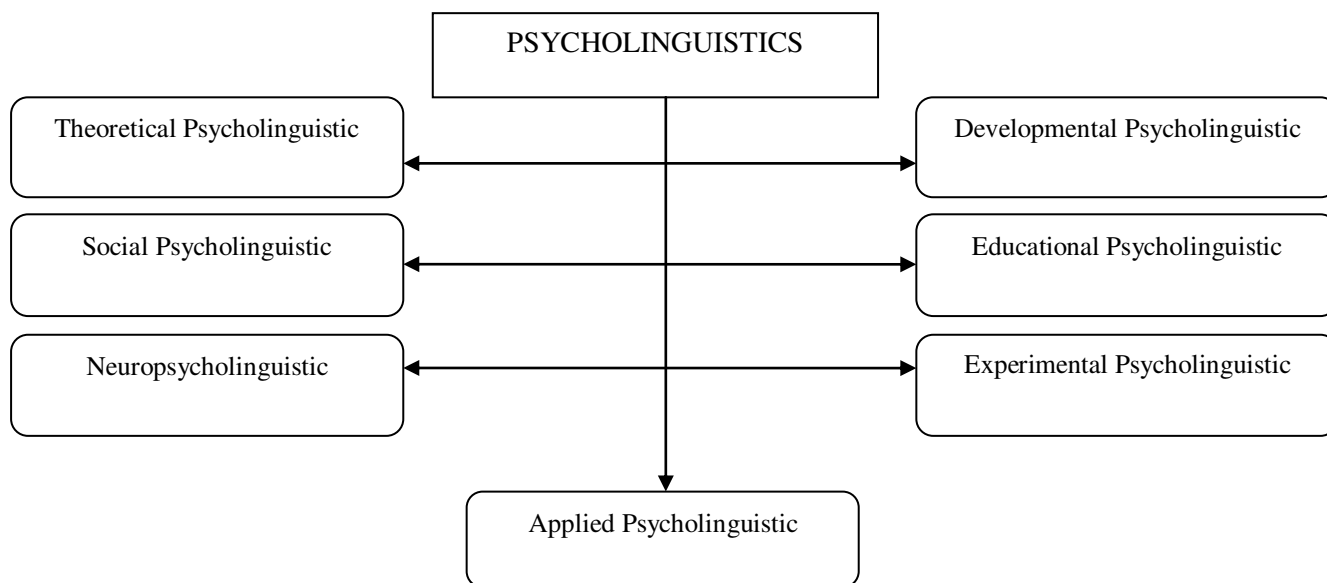
¹⁹ Wahyudi dan Muhammad Ridho, "Urgensi Mempelajari Psikolinguistik Terhadap Pembelajaran Bahasa," *Jurnal Islamika* 17, no. 1 (2017): 123.

²⁰ Piotr Tomaszewski, Piotr Krzysztofkiak, and Ewelina Moroń, "From Sign Language To Spoken Language? A New Discourse Of Language Development In Deaf Children," *Psychology Of Language And Communication* 23, no. 1 (2019): 49.

The Subject Matter of Psycholinguistic Studies

Psycholinguistics is a scientific discipline that is formed based on the interaction between psychology and linguistics. It is this interaction that subsequently extends its scope to include other sciences such as neurology and other sciences relevant to linguistics. This fact has given birth to a variety of similar disciplines that make the study of language as its object of study as shown in the scheme below.

Scheme. 1. Sub-disciplines of Psycholinguistics



1. Theoretical Psycholinguistics

This sub-discipline is a part of psycholinguistic studies that focuses on studies related to language theory, such as the nature of language, the characteristics of human language, language structure, Chomsky's theory of competence and performance, the principle of cooperation in conversation, and other language theories.

2. Developmental Psycholinguistics

This scientific discipline focuses on language acquisition and language teaching-and-learning. Language acquisition tools are also studied in scientific formulation of this sub-discipline.

3. Social Psycholinguistics

Social psycholinguistics is a sub-discipline of psycholinguistics that is oriented to discuss matters related to the social aspects of language. This study includes language attitudes, language acculturation, culture shock, social distance, social class in language use, and sociology. This study focuses on the social aspects of language so that it deals more with problems related to society.

4. Educational Psycholinguistics

This branch of psycholinguistics focuses its studies on the field of language teaching and learning, such as the role of language or a student's acquisition and learning. Language skills such as listening, listening, writing, and reading are the objects of this branch.

5. Neuropsycholinguistics

Neuropsycholinguistics covers studies of language related to human brain. It includes, among others, problems related to language disorders such as aphasia, stuttering, etc.

6. Experimental Psycholinguistics

Experimental psycholinguistics focuses its studies on various experimental experiments involving language and language behavior. This includes giving certain treatment to children with special needs and language experiments to improve the language skills of second language learners.

7. Applied Psycholinguistics

This sub-discipline examines the results of experiments related to the findings of the six psycholinguistic sub-disciplines above. The findings are then applied in second language learning activities to maximize teaching and learning of second language to students.

The Urgency of Psycholinguistics in Learning Arabic

Learning is a conscious effort made by teachers and students that is aimed at making the students able to master the material taught by the teacher. Learning is essentially a teaching activity carried out by the teacher to create a conducive climate for the achievement of learning objectives. Therefore, learning a foreign language is a conscious effort made by the teacher in teaching specified foreign language learning materials to students. It is expected that students are able to achieve the goal of learning a foreign language. Teaching [Arabic] is the process of teaching Arabic to students with the hope that learning objectives can be achieved and students can understand, master, and develop Arabic.²¹

The emphasis of Arabic teaching and learning at Madrasahs in 2019 are away from the conventional learning system that leads only to grammar; rather it emphasized on the development of functional or applicable abilities. It is also stated that Arabic learning is oriented to improve language skills (al-Maharah al-Lughawiyah).²²

²¹ Ahmad Muhtadi Anshor, *Pengajaran Bahasa Arab: Media dan Metode Metodenya* (Yogyakarta: Teras, 2009), 6.

²² KMA 183 Tahun 2019, 9

Difficulties in Learning Arabic (Psycholinguistic Analysis)

Al-Osaili, an Arabic linguist, states that the most important goal of psycholinguistics is to answer the following questions: How people acquire language and how they use it. These questions are further divided into other questions that can be answered by psycholinguists, such as: How do people understand speech and how is it directed? What do mental rules do in the communicative process? What is the neural mechanism that controls this? What are the problems affecting language acquisition, understanding, and use?

Psycholinguistics or linguistic psychology deals with studying the relationship between linguistic factors and psychological aspects. This field is concerned with the study of the psychological factors and vital neurological factors that enable a person to acquire, use, understand, and pronounce language. This field is mainly concerned with the mechanisms of language processing and how they are represented in the mind and brain.

Psycholinguistics is also a tool used by language teachers to analyze the process of second language learning. Psycholinguistics also helps teachers to find out the characteristics of Arabic and the difficulties experienced by students, whether caused by language or psychological factors. Without relying on linguistic theory, a teacher will find it difficult to provide a precise description of the language and the situations in which it is used.

In his book *Usul Turatsiyah fi Ilmi Al-Lughah*, Karim explains why it is important to study psycholinguistics in language teaching as follows.

1. A teacher can understand the potential that students have and the extent to which students are interested in learning languages. With this understanding a teacher can provide various treatments to various individuals.
2. A teacher knows the problems or constraints that each student has by understanding their language acquisition ability. Psycholinguistics helps teachers recognize various language difficulties faced by children, such as delayed speech, dysphasia, lipsing, and stammering.²³

The general objective of teaching Arabic is that students are able to use Arabic properly and correctly, both as passive and active language skills. Students need to learn grammar and four language skills (reading, listening, writing, and speaking). In the world of education, in addition to learning knowledge, students are also subject to assessment that uses cognitive, affective, and psychomotor standards. This is because language learning, both actively and passively, involves these three domains.

²³ Karim Zaki Hasamudin, *Usul Turatsiyah fi Ilmi Al Lughoh* (Mesir: Maktabah Anglo, 1985), 103.

According to Muhibbin Syah, the cognitive domain is related to the student's ability to absorb language (intelligence); the affective is related to the feelings of students. The affective realm belongs to psychological realm, where students feel happy, contented, interested, and have certain attitudes that are manifested when they are participating in the teaching and learning processes. Psychomotor is also a psychological domain which are manifested in physical practices of physical reactions that can be observed by the teacher. In several cases of Arabic learning involving non-Arabic students, the writer found several oral and written errors. These errors are attributable to psychological and linguistic factors. The classification of errors along with examples are described in the following table.²⁴

Tabel 1. The Classification of Errors

Number	Type of Error	Examples of Errors	Correct Form	Factors of Errors
1	Phoneme Error	مسر تيب	مصر طيب	There is redundancy to distinguish the sound of adjacent letters
2	Lexical Error	في تلشهر المستقبل تقدموا تقدما كثيرا	في الشهر المقبل تقدموا تقدما كبيرا	Inability to understand the meanings and use of words with similar meaning
3	Grammatical Error	في القرن العاشرة ازدهر الحضارة	في القرن العاشر ازدهرت الحضارة	Lack of understanding of correct language rules
4	Style error (uslub)	نكتفي الى هنا ذهبا من البيان اعلاه	نكتفي بهذا انطلاقا من البيان اعلاه	Influenced by the first language so that there is a negative transfer and language interference in learning a second language.

²⁴ Buchori, "Peran Psikolinguistik Dalam Pembelajaran Bahasa Arab," *Al-Astar Jurnal Ahwal dan Al-Syahsiyah* V, no. 1 (2017): 6.

The following is the explanatory descriptions of the factors that cause errors in teaching Arabic. These errors are not only influenced by internal factors but also external factors of the learning environment. The causes of language errors are as follows:

1. Phonological errors are errors that are related to the sound system. In the example above, there are two letters, which have almost similar sounds. In theory, sounds that do not have a word equivalent in learner's language are thought to be more difficult for the learners than sounds that have a word equivalent. This results in students having difficulty distinguishing letters that sound similar, such as ط and ت, ه and ح.

The voices that are most difficult for students are voices of foreign languages, which are different from their native language. The manner and customs of speaking the mother tongue present great difficulties for students who are not used to speaking in the language being learned. The problem becomes more complicated when the foreign language learners rely heavily on their native language.²⁵

The same is also the case with Lexical Errors. Through psycholinguistics, teachers are expected to be able to identify the problems so that they are able to provide an appropriate treatment. As a solution, the teacher can provide intense training patterns and examples of speech from various words or sentences.²⁶ Providing *mufrodat* training with appropriate word equivalents helps students to complete knowledge of these sounds, both in terms of pronunciation and writing.

2. Grammatical errors refer to errors in Arabic grammar. These errors are often found in word formation (*sharfiyyah*) and sentence structure (*nahwiyyah*). Arabic learners who focus on learning Arabic actively often encounter difficulties in mastering *qawaid*. Learners' perceptions, which in this is the psychological realm, need to be changed.

This is where psycholinguistics functions as a tool of analysis to find out the right treatment for difficulties in learning foreign languages. The multitude rules of *I'rab* and *wazan-wazan* require that the learning of grammar be simplified and taught by analogy or *qiyasi* approach and not *samai* approach (following the speech of the owner of the language).

The use of special methods in learning grammar specifically for Arabic learners in Indonesia is needed. In this case, the writer finds the book *Shorof Praktis "Krapyak Method"*

²⁵ Tulus Musthofa dan Samirotul Azizah, "The Intonation Pattern of Interrogative Sentences and its Implications on the Learning of Mahārah Al-Kalām Among Arabic Language Education Students," *Humanities & Social Sciences Reviews* 8, no. 3 (19 Juni 2020): 1005, <https://doi.org/10.18510/hssr.2020.83103>.

²⁶ Aziz Fahrurrozi, "Pembelajaran Bahasa Arab: Problematika dan Solusinya," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 1, no. 2 (28 Desember 2014): 163.

by K.H Muhtarom Busyro makes it easier for students to learn *shorof* or word formation. One can overcome the complexity of a varied vocabulary. Shorof learned through the method is concise and systematic so that it will make students' stigma about the difficult and complicated structure of Arabic slowly disappear.²⁷

This special method is also needed in teaching and reading Arabic texts accurately and properly. Psychologically, most students have difficulty in determining the correct punctuation (*I'rab*) in learning to read Arabic. The writer recommends a method that is psychologically and linguistically can help learners speaking Arabic quickly and practically. In his book "Method 33", K.H Habib A Syakur describes that if students want to be able to read Arabic passages correctly, they must at least pay attention to vocabulary, rules, and exercises. It is also recommended that rules should not be given too much. Teachers are advised to find the easiest and most frequently used Arabic compositions. In addition, teachers are advised to use the same Arabic construction as that of Indonesian.²⁸

One of the causes of difficulties in learning Arabic grammar is because the Arabic Islamic texts in Indonesia generally do not have *harokat*. Arabic learners in Indonesia have difficulty with the Arabic language structure, which is considered quite complicated. If the teacher masters psycholinguistics, then the discovery of a learning method similar to the example above, which is specifically for Arabic learners in Indonesia, will make it easier for students to understand and avoid negative stigma related to Arabic grammar.

3. Error in style or *uslub* is caused by the fact that, in using Arabic as a communicative language, students have a limited vocabulary. This causes students to use incorrect sentences or active and passive words.²⁹ Rusydi Ahmad Thuaimah says that a person will be able to master a language if he has the ability to have sufficient *mufradat* knowledge.

The emergence of these errors can be analyzed from the psycholinguistic discipline. In the context of language teaching, the large number of Arabic words and terms that are absorbed into the Indonesian language raises its own problems. For example, the word "الله ماشاء" in Arabic is an expression of awe and admiration. Whereas in Indonesian context, this word is a negative expression. For instance, it will be sounded like "MasyaAllah, how come this child is so stubborn!"³⁰

²⁷ Muhtarom Busyro, *Shorof Praktis "Metode Krappyak"* (Yogyakarta: Putera Menara, 2017), 24.

²⁸ M. Habib A Syakur, *Cara Cepat Bisa Baca Kitab "Metode 33"* (Yogyakarta: Idea Press, 2014), 12.

²⁹ Muhammad Rusydi, "Pendidikan Karakter pada Psikolinguistik Bahasa Arab," *Jurnal Al Ulum : Jurnal Studi Studi Islam* 13 (2013): 75.

³⁰ Fahrurrozi, "Pembelajaran Bahasa Arab," 164.

Psycholinguistic Efforts in Solving the Problems of Learning Arabic

Psycholinguistics is closely related to language learning. Psycholinguistics is a science whose scope of study includes discussions about the acquisition of a second language, language's relation with thinking activities, and mental influences on thinking processes. There are three keywords that need to be well understood in relation to learning Arabic studied in formal schools as a foreign language, namely Psychological, Linguistic, and Educational Principles. These principles are the meeting point of psychology in learning Arabic. The writer will describe the meeting point between these three principles and the psycholinguistic discipline in learning Arabic.

1. Principles of Psychology

The relationship between psycholinguistics and psychological studies can be viewed from the perspective of psychological theories in language learning. The theory that appears in psychological studies in the form of behaviorism theory and cognitivism theory are theories that must be known by language teachers. By understanding behaviorism theory, teachers can implement strategies of habituation, repetition, imitation, reinforcement, and influence that can strengthen foreign language in the minds and daily lives of students.

Teaching foreign language is of course different from teaching native language. Therefore, teacher's mastery of psychological principles can create a more meaningful learning process.³¹ This knowledge becomes important in order to understand how we should properly teach language to students.

Knowledge of these psychological principles will greatly help teachers to find ways of teaching or methods that are effective in teaching the four aspects of skills (reading, writing, speaking, and listening) and language elements (sounds of language, vocabulary, and rules). This approach requires that teacher use frequent repetitions in exercises. In a teaching material topic, a teacher must teach four language skills in turn. Of course, the repetition process is what makes the material easier to understand by students. In teaching, the principle that integrates four Arabic skills, including *istimā'*, *qirāah*, *muhādaṣah*, and *kitābah* must be followed.³²

2. Principles of Linguistics

From the point of view of linguistic principles, we are able to examine the relationship between psycholinguistics and the language learning process; and the relationship among

³¹ Wright T, *Rules Of Teachers And Learners* (Oxford: Oxford University Press, 1987), 43.

³² "ALL IN ONE SYSTEM (Pendekatan dan Prinsip Psikologis Pengajaran Bahasa Arab Terintegrasi) | Rasyid | Lentera Pendidikan : Jurnal Ilmu Tarbiyah dan Keguruan," 38, accessed on April 6, 2020, http://Journal.Uin-Alauddin.Ac.Id/Index.Php/Lentera_Pendidikan/Article/View/3790.

various linguistic theories and Arabic language learning. This theory can be found in two major schools, namely structuralism and transformative-generative theory.³³

William G. Moulton explains that it is necessary to teach language according to the principles of language or linguistics. First, language is speech, not writing. Therefore, the teaching should start with listening and speaking before reading and writing as the next step. Second, language teaching is about teaching language, not about language.³⁴ Third, competence or language skills are obtained from the language learning-environment. This habit begins with imitating and remembering, or mime. By understanding the scope of linguistics, students or language teachers can select learning materials or organize their teaching systematically. This linguistic principle influences the way of teaching through various methods and approaches.

3. Principles of Education

Principles of Education in teaching Arabic have a close relationship with the components in the preparation of the Arabic-language learning curriculum, namely approaches, objectives, methods, techniques, materials, and evaluation. In determining the purpose of language teaching, teacher also needs to know the extent of interest and the ability of students in Arabic. In teaching language elements, the use of approaches from various theories of language is recommended.

Teachers have the freedom to choose whatever method is suitable for them and to integrate these methods into learning.³⁵ Teachers may have different perceptions related to the application of methods in language learning. However, all of them still have to refer to the objectives and basic teaching so that students can access learning without experiencing difficulties.

CONCLUSION

The analysis in this article expounded that the professional second language teaching process in formal education requires teachers to understand language theories as well as the psychological theory related to children's learning. It is essential that educators know the principles of language and psychology so that the objectives of language learning can be achieved optimally. Psycholinguistic knowledge becomes a supporting element to make Arabic learning in Indonesia

³³ Fadlil Munawwar Manshur, "Kajian Teori Formalisme dan Strukturalisme," *Sasdaya: Gadjah Mada Journal Of Humanities* 3, no. 1 (28 Februari 2019): 80, <https://doi.org/10.22146/Sasdayajournal.43888>.

³⁴ Jos Daniel Parera, *Linguistik Edukasional: Pendekatan, Konsep, dan Teori Pengajaran Bahasa* (Jakarta: Penerbit Erlangga, 1986), 21.

³⁵ David Sani Mwanza, "The Eclectic Approach to Language Teaching: Its Conceptualisation And Misconceptions," *International Journal Of Humanities, Social Sciences And Education* 4, no. 2 (2017): 57, <https://doi.org/10.20431/2349-0381.0402006>.

successful and able to achieve its objectives. Throughout its development, psycholinguistics have undergone several changes in its direction from 1950 to 2000. Advances in psycholinguistic studies in the west have, in its development, been marked by the publication of books on psycholinguistics. There are three keywords that need to be well understood about the learning of Arabic as a foreign language in formal schools. They are The Principles of Psychology, The Principle of Linguistics, and the the Principles of Education. These principles are the meeting point of psychology in learning Arabic.

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