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A Critical Analysis of Vocabulary Acquisition in the Absence of Contextual Language Environments: Implications for Effective Pedagogy

Nurhidayah[1], **Riko Andrian**[2], **Widiya Yul**[3]
[1,3] Program Studi Pendidikan Bahasa Arab, Fakultas Tarbiyah dan Ilmu Keguruan, IAIN Kerinci, Indonesia
[2] Program Studi Pendidikan Bahasa Arab, Pascasarjana UIN Sultan Syarif Kasim Riau, Indonesia

Corresponding Author dayahdayah784@gmail.com

Abstract

The objective of this research is to understand the factors that influence vocabulary acquisition, thereby enhancing students' linguistic skills within a language environment. The approach used in this study is phenomenology, employing an interpretive paradigm. The method utilized in this research is descriptive qualitative. The results of the study reveal that learning Arabic within a language environment plays a crucial role in vocabulary acquisition and constitutes a part of the learning strategy. In the absence of a language environment in Arabic learning, the following impacts on vocabulary acquisition are observed: 1) students are likely to forget the vocabulary they have memorized easily, and 2) their vocabulary repertoire will not expand without memorization. Thus, the presence of a language environment can eliminate the need for vocabulary memorization. A conducive language environment plays a crucial role in enhancing students' Arabic language proficiency, and thus should be integrated into language learning strategies. Alternative strategies, such as elaboration and the creation of a language-rich environment, are effective in optimizing vocabulary acquisition, particularly in less supportive settings.

Keywords: language environment; vocabulary learning strategies

Abstrak

Tujuan penelitian ini adalah untuk memahami faktor-faktor yang mempengaruhi perolehan kosakata, sehingga dapat meningkatkan keterampilan linguistik siswa dalam lingkungan berbahasa. Pendekatan yang digunakan dalam penelitian ini adalah fenomenologi dengan paradigma interpretatif. Metode yang digunakan adalah deskriptif kualitatif. Hasil penelitian menunjukkan bahwa pembelajaran bahasa Arab dalam lingkungan berbahasa memainkan peran penting dalam perolehan kosakata dan menjadi bagian dari strategi pembelajaran. Tanpa adanya lingkungan berbahasa dalam pembelajaran bahasa Arab, terdapat beberapa dampak terhadap perolehan kosakata, yaitu: 1) Siswa cenderung mudah melupakan kosakata yang telah mereka hafal, dan 2) Repertoar kosakata mereka tidak akan berkembang tanpa adanya hafalan.
Dengan demikian, keberadaan lingkungan berbahasa dapat menghilangkan kebutuhan akan hafalan kosakata. Lingkungan berbahasa yang kondusif memiliki peran krusial dalam meningkatkan kemahiran berbahasa Arab siswa, sehingga perlu diintegrasikan ke dalam strategi pembelajaran bahasa. Strategi alternatif, seperti elaborasi dan penciptaan lingkungan yang kaya bahasa, terbukti efektif dalam mengoptimalkan perolehan kosakata, terutama dalam kondisi yang kurang mendukung.

Kata Kunci: lingkungan berbahasa; strategi pembelajaran kosakata

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A. Introduction

Vocabulary is one of the essential elements in improving the four language skills in Arabic,[1] particularly speaking skills. Words play a crucial role in communication, serving as a fundamental means of conveying thoughts, opinions, and reasoning. Possessing a rich and extensive vocabulary enhances students' speaking abilities. As experts have pointed out, vocabulary is a fundamental component of language, as ideas cannot be clearly understood unless they are expressed using appropriate words. However, the linguistic environment significantly influences vocabulary acquisition in speaking skills.[2]

From a psycholinguistic perspective, the linguistic environment plays a crucial role in vocabulary development and speaking skills in the Arabic language. As experts have affirmed, implementing an Arabic language environment (al-bi'ah al-lughawiyyah al-'Arabiyyah) is one of the fundamental aspects that can enhance students' motivation to develop their skills and abilities in mastering Arabic.[3] Learning Arabic and acquiring vocabulary are essential for facilitating a proper understanding and effective use of the language, enabling students to communicate efficiently in a linguistic environment.

Exposure to vocabulary through social interaction and daily experiences contributes to expanding an individual's vocabulary base. Additionally, the linguistic environment influences vocabulary acquisition in speaking skills through various means. One of these is intensive social interaction within a language-rich environment, allowing individuals to become accustomed to diverse structures and vocabulary, thereby enriching their language proficiency.

Frequent communication in such an environment enhances confidence in language use and facilitates individual exploration and development of speaking skills. Opportunities for interaction with native speakers or proficient speakers in this environment provide valuable models and direct feedback, which helps improve the quality of an individual's speaking skills.[4] Therefore, a supportive linguistic environment can significantly enhance students' ability to acquire vocabulary.

This study is based on the phenomenon that fourth-semester students in the Arabic Language Education Department at the State Institute of Islamic Studies (IAIN) Kerinci do

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[1] Yanti Puspita Sari and Hasan Syaiful Rizal, "Pembelajaran Mufrodat Dengan Metode Menghafal Di Madrasah Aliyah Darut Taqwa Sengon Agung Purwosari Tahun Ajaran 2020/2021," *Jurnal Pendidikan*, 2021, 1–6, https://repository.yudharta.ac.id/1449/%0Ahttps://repository.yudharta.ac.id/1449/1/11. Artikel Lengkap.pdf.

[2] Lathipah Hasanah, "Peningkatan Penguasaan Kosakata Anak Usia 4-5 Tahun Melalui Kegiatan Bermain Kartu Bergambar," *Buana Ilmu* 1, no. 1 (2016): 66–78, https://doi.org/https://doi.org/10.36805/bi.v1i1.100.

[3] Irhamudin Abdullah, Novita Rahmi, and Walfajri Walfajri, "Pembentukan Lingkungan Bahasa Arab Untuk Mengembangkan Keterampilan Berbicara," *Taqdir* 6, no. 2 (2021): 71–83, https://doi.org/10.19109/taqdir.v6i2.6283.

[4] Cecep Sobar Rochmat et al., "Analysis of Teacher Self-Efficacy on Increasing Student's Learning Motivation in Arabic Speaking Skill," *International Journal of Arabic Language Teaching* 7, no. 01 (2025): 59–72, https://doi.org/10.32332/ijalt.v6i02.9351.

not speak Arabic sufficiently. This can be logically attributed to the lack of a supportive linguistic environment. Previous studies have confirmed this, indicating that the establishment of a linguistic environment should be the responsibility of the educational administration.[5,6] Several factors influence students' vocabulary acquisition, one of which is the linguistic environment. This presents a challenge in the context of learning Arabic, as vocabulary acquisition requires an understanding of its significance in language learning. A rich vocabulary enables students to express their thoughts and opinions more clearly.

Based on the results of the exploratory study conducted by the researchers, it was found that the linguistic environment was not functioning effectively. The communication outcomes in students' speaking skills revealed that there were vocabulary terms they had not yet mastered. This is attributed to the fact that many students come from non-specialized backgrounds in Arabic or have only recently begun learning the language, making it difficult for them to acquire vocabulary and benefit from environmental influences in improving their vocabulary acquisition.

Through the aforementioned concepts and issues, the researchers aim to understand how to improve vocabulary acquisition in students' speaking skills and the role of the linguistic environment in enhancing their ability to acquire vocabulary. Therefore, this study on vocabulary acquisition seeks to identify the factors influencing vocabulary learning, ultimately leading to the improvement of students' speaking skills within a linguistic environment.

Literature Review

In this context, the researcher relies on previous studies relevant to the research being conducted. Below are some of the findings from studies that have been used as references for this study:

First, in a study titled "Enhancing Arabic Vocabulary Mastery Using Visual Media Among Eleventh-Grade Students at MA As-Sunniyyah Kencong Jember", the results showed that visual media could be used to improve Arabic vocabulary mastery among eleventh-grade students at MA As-Sunniyyah Kencong Jember.[7]

Second, in a study titled "Creating an Arabic Language Environment to Enhance Arabic Proficiency at MIM LAM Institute", the results indicate that establishing a language environment should be the responsibility of the institute's administration and all dormitory supervisors, with the active involvement of all students. Consequently, the language

[5] Abdullah, Rahmi, and Walfajri, "Pembentukan Lingkungan Bahasa Arab Untuk Mengembangkan Keterampilan Berbicara."

[6] Muhammad Awwaludin, Stevan Malik, and Nopri Dwi Siswanto, "Pembentukan Lingkungan Bahasa Arab Dalam Meningkatkan Penguasaan Bahasa Arab Pada Pesantren Bahasa Arab (MIM LAM)," *Definisi: Jurnal Agama Dan Sosial-Humaniora* 1, no. 1 (2022): 55–64, https://doi.org/https://doi.org/10.1557/djash.v1i1.16716.

[7] Asni Furoidah and Masruroh Lailatal, "Peningkatan Penguasaan Mufrodat Bahasa Arab Dengan Media Gambar Pada Siswa Kelas XI I MA As-Sunniyyah Kencong Jember," *Journal of Research & Community Service* 2, no. 1 (2022): 1–7, https://doi.org/https://doi.org/10.1234/an-nuqthah.v2i1.967.

environment can function effectively. The formation of a language environment can be achieved through various linguistic activities, including vocabulary development, displaying Arabic vocabulary (posters) in language environment facilities, practicing Arabic in daily communication, and engaging in public speaking and broadcasting in Arabic.[8]

Third, in a study titled "Creating an Arabic Language Environment to Develop Speaking Skills", the results indicate that establishing a language environment should be the responsibility of the school administration and all dormitory supervisors, with the active involvement of all students. Consequently, everyone will be aware of the language environment and will seriously support all programs related to it. The formation of a language environment can be achieved through various linguistic activities, including vocabulary development, displaying Arabic vocabulary (posters) in language environment facilities, practicing Arabic in daily communication, and engaging in public speaking and drama in Arabic.[9]

Fourth, in a study titled "The Effect of the Language Environment on Arabic Speaking Skills of Tenth-Grade Students at Pondok Pesantren Uswatun Hasanah Cempaka Putih, Desa Aik Darek, Kecamatan Batukliang", the results showed that the language environment significantly influences students' Arabic speaking skills. This was evidenced by the statistical data obtained by the researcher, where the calculated F-value = 71.9, while the F-table value = 4.03. Since the calculated F-value is greater than the F-table value, it confirms the significant impact of the language environment on students' speaking skills in Arabic.[10]

Fifth, in a study titled "Problems of the Arabic Language Environment at Raudatul Malikiyah Ketapang Institute, Probolinggo City", the results showed that the establishment of an Arabic language environment was not implemented optimally. This was due to several obstacles in the field, such as low student enthusiasm for learning Arabic, lack of self-confidence in speaking Arabic, and the presence of some teachers who are not specialized in Arabic and do not use Arabic as a medium of communication in the institute. Additionally, many supervisors still use other languages instead of Arabic, further hindering the effectiveness of the language environment.[11]

Sixth, in a study titled "Efforts to Enhance Arabic Vocabulary Mastery through the Singing Method in Grade 7A at MTsN Donomulyo Kulon Progo", the results showed that

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[8] Awwaludin, Malik, and Siswanto, "Pembentukan Lingkungan Bahasa Arab Dalam Meningkatkan Penguasaan Bahasa Arab Pada Pesantren Bahasa Arab (MIM LAM)."

[9] Abdullah, Rahmi, and Walfajri, "Pembentukan Lingkungan Bahasa Arab Untuk Mengembangkan Keterampilan Berbicara."

[10] Junaidi and Fitriatun Hidayah, "Pengaruh Lingkungan Berbahasa Terhadap Keterampilan Berbicara Bahasa Arab Bagi Siswa Kelas X MA Pondok Pesantren Uswatun Hasanah Cempaka Putih Desa Aik Darek Kecamatan Batukliang," *El-Tsaqafah* XVIII, no. 2 (2018): 173–87, https://doi.org/https://doi.org/10.20414/tsaqafah.v17i2.465.

[11] Arfa An Nisa'a Auwalinna Maulita, "Problematika Lingkungan Bahasa Arab Di Pondok Pesantren Raudlatul Malikiyah Ketapang Kota Probolinggo," لسانانا *(LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 13, no. 1 (2023): 1–10, https://doi.org/http://dx.doi.org/10.22373/ls.v13i1.18025.

students' vocabulary mastery improved using the singing method. In the first cycle, student activity was rated as good at 55.04%, increasing to 70.87% in the second cycle, and reaching 81.92% in the third cycle.[12]

Seventh, in a study titled "Enhancing Arabic Vocabulary Mastery through the Use of Visual Media with Picture Words", the results showed an improvement in students' Arabic vocabulary mastery using visual media with picture words. In the first cycle, there was an increase of 52.17%, which further rose to 81.56% in the second cycle. Based on quantitative data supported by qualitative findings, the use of visual media with picture words can significantly enhance students' vocabulary mastery.[13]

Eighth, in a study titled "Strategies for Creating an Arabic Language Environment in Secondary Schools", the findings indicated that the models for establishing an Arabic language environment include a visual environment, an auditory environment, and a visual-auditory environment. The results of this study demonstrated that an Arabic language environment can enhance students' ability to use the language effectively in secondary schools.[14]

Vocabulary

Etymologically, the concept of "vocabulary" or "words" refers to linguistic units that are arranged horizontally and function as components of a sentence. According to the Great Indonesian Dictionary (KBBI), vocabulary means "a collection of words," which is known in Arabic as "المفردات" (al-Mufradat).[15] Vocabulary is a collection of words that belong to a particular language and convey meaning when used.[16]

Mastery of Arabic vocabulary is a person's ability to use or utilize the words they possess in communication and interaction with others using the Arabic language.[17] Whereas vocabulary refers to words or the translation from one language to another.[18]

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[12] Barokatussolihah, "Upaya Meningkatkan Penguasaan Mufrodat Bahasa Arab Melalui Metode Bernyanyi Di Kelas VII A MTsN DonoMulyo Kulon Progo," *Jurnal Pendidikaan Madrasah* 1, no. 2 (2016): 41–52.

[13] F. Zahratun, "Peningkatan Penguasaan Kosakata Bahasa Arab (Mufradat) Melalui Penggunaan Media Kartu Kata Bergambar," *Jurnal Pendidikan Usia DINI* 9, no. 1 (2015): 107–26, https://media.neliti.com/media/publications/118650-ID-peningkatan-penguasaan-kosakata-bahasa-a.pdf.

[14] Rini Astuti, Akla Akla, and Albarra Sarbaini, "Strategi Pembentukan Lingkungan Berbahasa Arab Di Madrasah Aliyah," *An Nabighoh: Jurnal Pendidikan Dan Pembelajaran Bahasa Arab* 22, no. 01 (2020): 17, https://doi.org/10.32332/an-nabighoh.v22i01.2075.

[15] Zahratun Fajriah, "Peningkatan Penguasaan Kosakata Bahasa Arab (Mufradat) Melalui Penggunaan Media Kartu Kata Bergambar (Penelitian Tindakan Pada Siswa Kelas I Mi Nurul Hakimkediri Lombok Barat Tahun 2015) Paud Pps Universitas Negeri Jakarta Hadits , Aqidah Akhlak Dan S," *Jurnal Pendidikan Usia Dini* 9, no. 1 (2015): 107–26.

[16] Rini Endah Sugiharti and Yanti Riftina, "Upaya Meningkatkan Penguasaan Kosakata Bahasa Inggris Melalui Model Scramble Pada Siswa Kelas 4 SDN Jatimulya 04 Tambun Selatan," *Indonesian Journal of Primary Education* 2, no. 2 (2019): 14, https://doi.org/10.17509/ijpe.v2i2.15096.

[17] Ilham Muchtar, "Peningkatan Penguasaan Mufradat Melalui Pengajian Kitab Pada Mahasiswa Ma'Had Al-Birr Unismuh Makassar," *Al-Maraji' : Jurnal Pendidikan Bahasa Arab* 2, no. 2 (2018): 14–26, https://doi.org/https://doi.org/10.26618/almaraji.v2i2.1978.

[18] Furoidah and Lailatal, "Peningkatan Penguasaan Mufrodat Bahasa Arab Dengan Media Gambar Pada Siswa Kelas XI I MA As-Sunniyyah Kencong Jember."

The levels of vocabulary mastery in Arabic include four aspects of language skills, namely: Istima' (Listening): The ability to listen to and understand words spoken in Arabic. Kalam (Speaking): The ability to speak and use known words in Arabic. Qiroaah (Reading): The ability to read and comprehend Arabic texts. Qira'ah (Pronunciation): The ability to correctly pronounce known words in Arabic.[19]

Vocabulary learning strategies include several levels, namely: Basic Level Vocabulary Learning Strategies (Beginner). Intermediate Level Vocabulary Learning Strategies (Intermediate). Advanced Level Vocabulary Learning Strategies (Advanced).[20]

Assessment is an integral part of the learning process that cannot be separated from educational activities. The implementation of assessment in educational activities is of great importance.[21]

Indicators of vocabulary mastery include, among others: the students' ability to translate vocabulary forms accurately, their ability to pronounce and write vocabulary correctly and precisely, and their ability to use vocabulary in correct sentences, both in speaking and writing.[22]

Maharah Kalam

Fluency in speech refers to speaking skills, and some definitions related to fluency in speech are as follows: Speaking skills (Maharah Kalam) are the ability to articulate sounds or words to convey ideas, opinions, desires, or emotions orally to the other party in a conversation.As for linguistic skills (Maharah al-Kalam), they refer to a person's ability to pronounce Arabic sounds or words according to grammatical rules (nahw and sarf) to convey thoughts and emotions.[23] Speaking skills are the ability of a person to understand emotions, thoughts, ideas, facts, and experiences verbally.[24]

It can be concluded that speaking skills are the ability to express sounds or words to convey ideas, facts, opinions, desires, or emotions verbally to the other party in a conversation.

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[19] Hasniar, Sitti Wahidah Masnani, and Andi Agussalim, "Jurnal Sarjana Ilmu Budaya," *Jurnal Sarjana Ilmu Budaya* 4, no. 01 (2024), https://journal.unhas.ac.id/index.php/jsbsk/article/download/43038/12558/135432.

[20] Bagus Zuhdi, Zuhriana Widya Rahayu Ning Tyas, and Hanifah Hikmawati, "Strategi Pembelajaran Lembaga Kursus Bahasa Arab Al Azhar Pare Kediri Dengan Penerapan Metode Inovatif," *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran* 5, no. 1 (2024): 541–48, https://doi.org/10.62775/edukasia.v5i1.798.

[21] Selfi Rahmi Andini, Vianes Muliza Putri, and Yanti Fitria, "Prinsip – Prinsip Dasar Dalam Penilaian Yang Terdapat Di Sekolah Dasar," *Jurnal Basicedu* 6, no. 1 (2021): 298–307, https://doi.org/10.31004/basicedu.v6i1.1932.

[22] syaiful Mustofa, "Strategi Pembelajaran Bahasa Arab Inovatif," *UIN-Maliki Press, Malang*, 2011.

[23] Eka Safitri and Ihsan Sa'dudin, "The Use of Visual Media in Maharatah Al-Kalam Learning," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 11, no. 1 (2019): 72–89, https://doi.org/10.24042/albayan.v11i1.3784.

[24] Salman Alfarisi and Ari Septiawati, "Kesesuaian Pencapaian Pembelajaran Maharah Kalam Pada Kurikulum Pembelajaran Bahasa Arab Jsit Dengan Cefr Suitability of Maharah Kalam Learning Achievement in Jsit Arabic Learning Curriculum with Cefr," *Al-Hikmah: Jurnal Agama Dan Ilmu Pengetahuan* 19, no. 2 (2022): 231–55, https://journal.uir.ac.id/index.php/alhikmah/article/view/9543/4902.

The levels of proficiency in speaking skills (Arabic speaking skills) can be divided into several stages that reflect a person's development in speaking ability. Below are the general levels commonly used in the context of language learning:

a. Beginner (Mubtadi'):

Basic Speech: Students can understand and use daily expressions and simple sentences to meet basic communication needs. Examples include introducing oneself, asking about names, age, profession, etc.

Pronunciation Mastery: Focus on correctly pronouncing Arabic letters, understanding basic vocabulary, and forming simple sentence structures.[25]

b. Intermediate (Mutawassit):

Distinguished Speech: Students can handle communication situations that frequently occur while traveling to Arabic-speaking countries. They can discuss common topics such as family, hobbies, work, and their surroundings using more complex sentences.

Lexical Speech: Ability to use a broader and more specific vocabulary, integrating sentences into well-structured paragraphs.

c. Advanced (Mutaqaddim):

Fluent Speech: Students can communicate smoothly and effectively in various situations, including those requiring formal and complex language use. They can engage in discussions, express opinions, and defend their arguments convincingly.

Rhetorical Speech: Mastery of eloquent and expressive language, often used in literary, oratory, or writing contexts that require high linguistic proficiency.[26]

d. Proficient:

Surface Speech: Students have full mastery of the Arabic language, allowing them to speak fluently, accurately, and spontaneously in various contexts and situations without significant difficulty. They can understand and use linguistic nuances, including idioms, metaphors, and cultural expressions, reflecting a high level of language proficiency.[27]

e. Expert:

Integrated Speech: At this level, the speaker is equivalent to an educated native speaker. They can comprehend and produce highly complex texts, both spoken and written, with a very high level of cultural and linguistic sensitivity.[28]

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[25] Ali Al-Jarf., "Developing Speaking Skills in Arabic Students through Cooperative Learning.," *International Journal of Arabic-English Studees (IJAES).*, 2006.

[26] Mahmoud Al-Batal, *"The Teaching of Arabic as a Foreign Language: Issues and Directions"* (Education, Linguistics, 1995).

[27] Wahbah Zaghloul Abdel-Fattah., *Al-Kifayat Al-Lughawiyah: Mafhumuha, Maratibuha, Ma'ayiiruha"*, 2004.

[28] Muhammad Fahrun Nadhif and M Athif Audl Ramadlan, "Strategies for Developing Public Speaking Skills in Arabic for Students رشابم لكشب ملاكلا , Dunar) لكشب روهلجا ماما ثدحتلا بلع صخشلا ةردق يه ةباطلخبا اضيأ بمسي ام وأ ةماعلا ةباطلخا حوضوب ةلاسرلا لاصيإ نكيم ثيبح حيحص نكاملأا في سانلا نم ضرغلا بلع لوصلحاو," *ATHLA : Journal of Arabic Teaching, Linguistic And Literature* 5, no. 2 (2024): 135–49, https://ejournal.uinsaid.ac.id/index.php/athla/article/view/10248/3188.

Learning Media at Different Levels

According to Hamaydi et al. in their study, the instructional media used at beginner, intermediate, and advanced levels include the whiteboard, pictures, posters, illustrations, VCD/LCD screens, and projectors. The whiteboard is considered the primary tool for teaching conversation, as it is easy to use and free from complexities compared to other teaching aids. Additionally, it does not require a large budget to obtain. However, other media play an important role in enhancing students' speaking skills. The presence of these tools helps capture learners' attention more effectively, making them more focused, which contributes to achieving better learning outcomes.[29]

Language Environment

Scholars indicate that the Arabic language environment is a space where individuals interact with others using Arabic as a means of communication. It is also noted that the language environment includes all elements that can be heard and seen, which influence the process of linguistic communication.[30] The quality of the language environment is essential for learners to achieve success in acquiring a second language.[31] The goal of the Arabic language environment is to enhance the ability and skills of students, teachers, and others in actively using the Arabic language, both orally and in writing. This makes the process of learning Arabic more dynamic, effective, and meaningful.[32]

The Arabic language environment is divided into two types: formal (inside the classroom) and informal (outside the classroom). The formal environment helps individuals learn the theory of language, focusing on understanding grammar, which is consciously taught by teachers and textbooks. This environment can yield different learning outcomes for individuals due to variations in teaching methods and models. On the other hand, the informal environment provides input for acquiring vocabulary independently within a similar setting for all individuals. This highlights the importance of environmental factors in developing a second language, especially Arabic.[33]

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[29] Latifatul Mahbubah, Ainur Rohmah, and Humairoh, "Pembelajaran Keterampilan Berbicara (Maharah Kalam) Di Markazul Lughah Arabiyah Pondok Pesantren Miftahul Ulum Kebun Baru Pamekasan.," *Tanfidziya: Journal of Arabic Education* 1, no. 2 (2022): 88–95, https://doi.org/https://doi.org/10.36420/tanfidziya.v1i02.99.

[30] Awwaludin, Malik, and Siswanto, "Pembentukan Lingkungan Bahasa Arab Dalam Meningkatkan Penguasaan Bahasa Arab Pada Pesantren Bahasa Arab (MIM LAM)."

[31] Andiopenta Purba, "Peranan Lingkungan Bahasa Dalam Pemerolehan Bahasa Kedua," *Pena : Jurnal Pendidikan Bahasa Dan Sastra* 2, no. 2 SE-Pena Vol 3 No. 1 Juli 2013 : 13-25 (ISSN 2089-3973) (February 28, 2014), https://online-journal.unja.ac.id/pena/article/view/1447.

[32] A Hidayat, "Bi'ah Lughowiyah (Lingkungan Berbahasa) Dan Pemerolehan Bahasa," *Jurnal Pemikiran Islam* 37, no. 1 (2012): 35–44.

[33] Abdullah, Rahmi, and Walfajri, "Pembentukan Lingkungan Bahasa Arab Untuk Mengembangkan Keterampilan Berbicara."

B. Method

The approach used in this research is based on the interpretative model. According to experts, the interpretative model is an approach that seeks to understand human behavior through phenomenology, which is a scientific study that explores and analyzes a particular event experienced by an individual or a group of living beings. This phenomenon is considered part of the life experience of the research subject and is interpreted through the researcher's awareness of perceptions and experiences related to objects, events, or conditions. In this study, the interpretative model is used to understand vocabulary acquisition in speaking skills through the linguistic environment among fourth-semester students of the Arabic Language Education Department. The research aims to understand how students use Arabic vocabulary and how the linguistic environment influences vocabulary acquisition.

The phenomenological approach is one of the qualitative research designs aimed at developing an understanding or interpretation of the meanings of objects, phenomena, or events experienced by individuals or groups in a conscious manner.[34] In this research, the researcher seeks to clarify the phenomenon experienced by fourth-semester students of the Arabic Language Education Department in the context of learning speaking skills related to their mastery of vocabulary.

As for the method used in this research, it is the analytical method. Analysis is a cognitive process aimed at breaking down or solving a particular problem into its smaller components.[35] In this research, the researcher conducts an in-depth analysis of the experiences and characteristics of subjects related to vocabulary mastery in the context of the language environment. This allows for a deeper and more contextual understanding of how the language environment influences vocabulary acquisition.

C. Results and Discussion

Based on interviews conducted with fourth-semester students in the Arabic Language Education Department at IAIN Kerinci regarding vocabulary acquisition in speaking skills without a supportive language environment, the following points were identified: Most participants came from diverse educational backgrounds in secondary schools. The majority of students began learning Arabic only after entering university. Their use of Arabic in daily life is very limited, primarily due to the surrounding environment, which does not actively support Arabic language usage.[36]

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[34] F Hamid, "Pendekatan Fenomenologi," *Al-Tadzkiyyah: Jurnal Pendidika Islam* 6, no. November (2015): 17–33.

[35] Yuni Septiani, Edo Aribbe, and Risnal Diansyah, "Analisis Kualitas Layanan Sistem Informasi Akademik Universitas Abdurrab Terhadap Kepuasan Pengguna Menggunakan Metode Sevqual (Studi Kasus : Mahasiswa Universitas Abdurrab Pekanbaru)," *Jurnal Teknologi Dan Open Source* 3, no. 1 (2020): 131–43, https://doi.org/10.36378/jtos.v3i1.560.

[36] Riko Andrian and Widiya Yul, "Arabic Teaching Efficacy Model (ATEM): A Language Teaching Model Design," *International Journal of Arabic-English Studies* 23, no. 2 SE-Table of Contents (June 2023): 369–84, https://doi.org/10.33806/ijaes.v23i2.468.

Their Arabic learning began through academic courses, particularly in the fields of grammar (nahw) and morphology (sarf). Participants employed various methods to acquire vocabulary, including categorization, repetition, and digital resources such as educational videos and social media platforms.

Generally, the use of Arabic in daily life is very rare. Participants mostly use the language in academic settings at the university or when specific tasks require Arabic. They reported difficulties with grammatical elements, especially in mastering pronouns, due to a lack of familiarity and limited practice opportunities. Additionally, the absence of an Arabic-speaking community significantly affects their spoken language development.

While traditional methods such as books and class notes are still used, technological tools—including language-learning apps (e.g., the "Al-Maani" dictionary) and online resources (such as explanatory videos on YouTube, Instagram, and TikTok, particularly those related to Arabic learning)—help expand their vocabulary. Common strategies used by students include memorizing and repeatedly reviewing vocabulary.

Challenges, Educational Implications, and the Impact of the Lack of a Language Environment on Students

The results emphasize the crucial role of the learning environment in shaping Arabic language skills among non-native learners. The dominance of academic-based learning highlights a reliance on structured curricula rather than everyday language use. The gap between classroom learning and real-life application underscores the importance of an immersive environment and consistent practice for achieving language proficiency.[37] As experts have stated, the linguistic environment plays a crucial role in enhancing speaking skills.

In the research conducted by the author, the environment is conceptualized as a space encompassing two main elements: the visual environment and the auditory environment. In this context, an optimal language environment refers to a consistent setting that integrates both of these elements. This suggests that Arabic language learning should not rely solely on one aspect (such as auditory or visual alone), but rather on the combination of both, namely the visual-auditory environment, which can maximize the learning process. Ideally, learning Arabic in a linguistic environment can train students in all aspects of the language. Research findings show that an Arabic linguistic environment can improve language proficiency.[38]

The researcher also highlights the deficiency or inability to enhance language proficiency if only one environmental element is relied upon (such as vision or hearing alone). In this regard, if the provided environment is not optimal or does not engage both elements (visual and auditory), the language learning process may encounter obstacles or difficulties,

[37] Anna Nurbaiti and Rhomiy Handican, "Systemat Literature Review: Peran Lingkungan Bahasa Dalam Meningkatkan Keterampilan Siswa Berbahasa Arab," *Kilmatuna: Journal Of Arabic Education* 3, no. 1 SE-Articles (April 1, 2023): 1–11, https://doi.org/10.55352/pba.v3i1.83.

[38] Astuti, Akla, and Sarbaini, "Strategi Pembentukan Lingkungan Berbahasa Arab Di Madrasah Aliyah."

which could lead to a reduced language proficiency. Optimal Arabic language learning occurs when students are immersed in a language environment that engages all three elements. According to the findings of the study, an Arabic language environment that integrates both visual and auditory elements can enhance students' skills in all linguistic aspects, namely listening, speaking, reading, and writing, with significant results. Therefore, this study emphasizes that a consistent and comprehensive language environment can effectively improve Arabic language proficiency.

The Impact of Learning in an Environment Without Continuous Language Exposure

Learning Arabic in an environment that lacks continuous language exposure has significant effects on vocabulary acquisition. Research conducted by scholars indicates that the absence of an environment that supports the use of Arabic serves as a major obstacle in enhancing vocabulary acquisition.[39]

"The findings of this study indicate that participants expressed a strong desire for a language environment to improve their conversational skills and Arabic vocabulary proficiency. They recognized that the use of Arabic in daily life outside the academic context is highly limited. The majority of their Arabic language learning experiences are focused on academic contexts, such as on campus or when completing tasks that require the use of Arabic. In daily life, they more frequently use Indonesian or other languages with which they are more familiar. Therefore, they feel that the lack of direct exposure to Arabic makes it challenging for them to master speaking skills and expand their Arabic vocabulary.

They expressed a desire for more opportunities to speak Arabic, which would provide them with a chance to practice in a more natural setting, not limited to the often formal and structured academic situations. A higher frequency of Arabic usage in daily life is believed to accelerate vocabulary acquisition and enhance speaking proficiency, as the more frequently they hear and speak Arabic, the easier it becomes for them to memorize and retain the vocabulary they have learned.

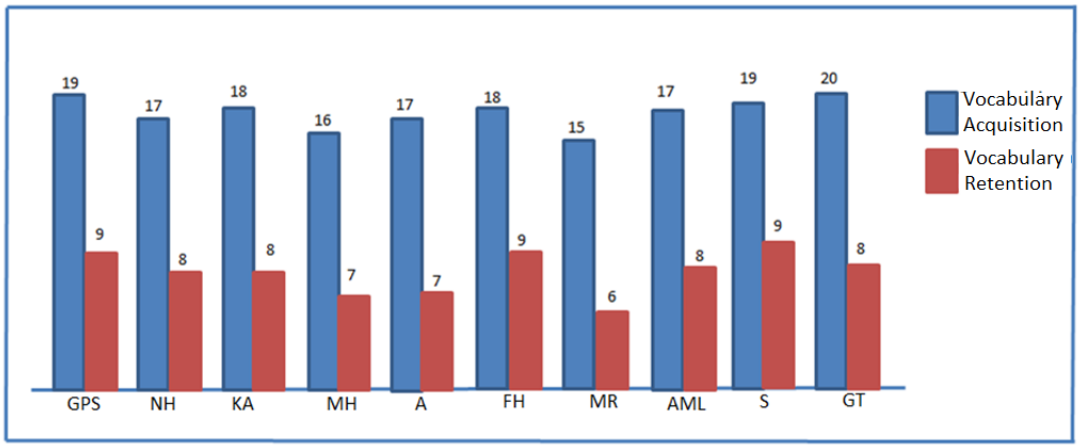
Furthermore, the findings of this study also reveal that Arabic-language media, such as films, music, and videos available on platforms like YouTube, Instagram, and TikTok, can serve as effective tools for introducing new vocabulary and providing concrete examples of Arabic language use in broader social contexts. Exposure to Arabic used in films, TV shows, and songs allows participants to learn the language through various accents and conversational styles, offering a more realistic representation of how the language is used in real-world settings. This also helps them understand the culture and communication norms within Arabic-speaking societies, which is crucial for enhancing their social competence in language use.

[39] Dwi Binti Masfufah., "Penerapan Strategi Pembelajaran Elaborasi Untuk Peningkatan Penguasaan Mufradāt Di Madrasah Tsanawiyah.," *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban,* 4, no. 1 (2021): 59–77, https://doi.org/https://doi.org/10.52593/klm.04.1.04.

However, without an adequate Arabic language environment, they struggle to retain the vocabulary they have learned. Vocabulary memorized through methods such as repetition or rote memorization, without direct application, is often easily forgotten, as they do not have the opportunity to use these words in real-life situations. This leads to a decline in vocabulary retention and makes it difficult for them to improve their speaking capacity. The vocabulary (mufrodat) they have learned becomes unused and, over time, forgotten, as there is no interaction that involves the use of these words in daily conversation. In other words, without regular language use in real life, the learning process becomes inefficient, and the vocabulary taught remains passive; they may be able to identify or recognize the words in texts, but struggle to use them actively in speaking.

Moreover, the absence of an environment that supports the use of Arabic in daily interactions can also result in limited development of speaking skills. Speaking proficiency in Arabic heavily relies on direct practice and the experience of communicating with native speakers or fellow learners who possess higher levels of proficiency. Without a supportive environment, students or learners may be confined to theory and memorization, without opportunities to practice speaking in more spontaneous and dynamic contexts.

Figure 1. Results of Vocabulary Acquisition and Retention



The results of the study conducted with 10 students in the first week showed significant progress in vocabulary acquisition (mufrodat). In the first week, the initial material provided was successfully understood and mastered by the students. However, by the fourth week, there was a noticeable decline in the retention of the vocabulary that had been learned. This indicates that although the students were able to acquire new vocabulary effectively at the beginning, they struggled to maintain and use this vocabulary over the long term. The decline in vocabulary retention presents a challenge in the language learning process, which needs to be addressed in order to improve the effectiveness of future learning.

By creating a more immersive language environment and providing greater opportunities for participants to use Arabic in daily life, both through social interactions and media, their vocabulary acquisition and speaking skills can significantly improve. Therefore,

it is essential to integrate Arabic into various aspects of daily life, allowing participants to learn the language in a more natural, effective, and enjoyable manner.

The Impact of the Language Environment

The presence or absence of a language environment has a significant effect on vocabulary mastery. A study conducted at the Riau Technology Institute found that the language environment greatly influences the mastery of Arabic vocabulary among eighth-grade students in middle schools. In this context, both formal and informal language environments play an important role. The formal language environment, such as classroom instruction in schools, provides effective feedback and correction for students to improve their vocabulary proficiency. On the other hand, the informal language environment, where the language is used in daily life, enriches students' vocabulary and language skills.[40]

Formal language environments, such as those found in classroom instruction, provide effective feedback and corrections that help students improve their vocabulary mastery. In contrast, informal language environments, such as the language used in everyday life, can enrich students' vocabulary and language skills. Therefore, it can be concluded that the language environment plays a crucial role in enhancing Arabic vocabulary acquisition. This study demonstrates that a conducive language environment can significantly contribute to improving students' Arabic language proficiency, thus it should be considered in the development of Arabic language learning strategies. .

Alternative Learning Strategies

Alternative learning strategies serve as an effective solution for improving vocabulary mastery in non-supportive environments. In this context, several strategies can be employed to maximize participants' ability to master Arabic vocabulary. One effective strategy is the skill-based learning strategy, which actively engages students in the learning process, helping them better understand and retain vocabulary.[41] Studies conducted at the Riau Institute of Technology indicate that the expansion strategy can enhance students' ability to master Arabic vocabulary.[42]

Additionally, creating a language environment also plays an important role in enhancing vocabulary mastery.[43] The formal and informal language environment plays an important role. The formal language environment, such as education in schools, can provide feedback and effective correction for students to improve their vocabulary mastery. On the other hand, the

[40] Barokatussolihah, "Upaya Meningkatkan Penguasaan Mufrodat Bahasa Arab Melalui Metode Bernyanyi Di Kelas VII A MTsN DonoMulyo Kulon Progo."

[41] Zuhdi, Tyas, and Hikmawati, "Strategi Pembelajaran Lembaga Kursus Bahasa Arab Al Azhar Pare Kediri Dengan Penerapan Metode Inovatif."

[42] Masfufah., "Penerapan Strategi Pembelajaran Elaborasi Untuk Peningkatan Penguasaan Mufradāt Di Madrasah Tsanawiyah."

[43] Awwaludin, Malik, and Siswanto, "Pembentukan Lingkungan Bahasa Arab Dalam Meningkatkan Penguasaan Bahasa Arab Pada Pesantren Bahasa Arab (MIM LAM)."

informal language environment, such as the language used in daily life, can enrich students' vocabulary and language skills.

Therefore, it can be concluded that the implementation of alternative teaching strategies, such as elaboration strategies and the creation of a supportive language environment, holds significant potential in enhancing students' vocabulary acquisition, particularly in environments that are less supportive or limited. The elaboration strategy, which involves linking new words to students' existing knowledge, can help deepen their understanding of the meanings and usage of vocabulary in broader contexts. Furthermore, the establishment of a rich language environment, both formal and informal, is crucial in providing students with opportunities to actively use and enrich their vocabulary. In the context of Arabic language learning, a conducive language environment involves frequent interactions in the language, whether through conversations, readings, or other media, which can introduce students to various expressions and linguistic variations.

This study demonstrates that a conducive language environment can serve as an effective tool to strengthen students' Arabic language proficiency. An environment rich in the use of Arabic in everyday life, both in academic and social contexts, provides students with opportunities to practice their skills in a practical setting, thereby reducing barriers to the use of vocabulary and language structures. Therefore, it is important to consider the language environment factor when designing Arabic language learning strategies. By creating a supportive environment, whether through direct interactions, contextual learning materials, or the use of technology and media, the language learning process becomes more effective and enjoyable. Consequently, vocabulary mastery will be more easily achieved, and students will gain greater confidence in using Arabic in various situations.

D. Conclusion

This study demonstrates that the language environment is a crucial factor in vocabulary learning. Additionally, the study reveals that educational activities conducted in a language-rich environment are part of effective vocabulary learning strategies. When an Arabic learning environment lacks linguistic immersion, the effects on vocabulary mastery are as follows:

1. Memorized vocabulary is not actively used, causing students to forget it easily.
2. Students' vocabulary expansion relies solely on rote memorization. In reality, students do not need to memorize vocabulary extensively if they are surrounded by a supportive language environment.

A well-structured language environment significantly enhances students' ability to use Arabic. Therefore, it is essential to incorporate this aspect into Arabic language learning strategies. Alternative learning strategies, such as the expansion strategy and the creation of a language-rich environment, can be employed to improve vocabulary mastery in non-supportive settings.

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