

Psycholinguistics in 21st Century Arabic Language Learning

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Keywords: 21st century, Arabic language learning, Psycholinguistics.	Abstract <p>This research is motivated by Arabic language learning activities which cannot be separated from language activities. Therefore, learning Arabic is not enough just linguistics, but also needs to study mental state or mind, namely psychology. The science of psycholinguistics was born, which is a combination of language and mental science. This research uses a type of library research, the data was analyzed using content analysis. The findings of this study show that psycholinguistics covers language learning strategies as well as the phenomena of language acquisition and learning. Similar to this, learning Arabic involves adhering to linguistic, psychological, and educational principles. These three tenets serve as the interface between psycholinguistics and language acquisition. It is intended that this study would assist teachers in enhancing the Arabic language acquisition process.</p>
Kata kunci: Abad 21, Pembelajaran bahasa Arab, Psikolinguistik.	Abstrak <p>Penelitian ini dilatarbelakangi oleh aktivitas pembelajaran bahasa Arab yang tidak lepas dari kegiatan berbahasa. Maka dari itu, pembelajaran bahasa Arab tidak cukup dipelajari dengan ilmu linguistik saja, melainkan perlu mempelajari keadaan mental atau akal yaitu psikologi. Lahirlah ilmu psikolinguistik yang merupakan gabungan antara ilmu bahasa dan mental. Penelitian ini menggunakan jenis penelitian kepustakaan (<i>library research</i>), kemudian analisis data menggunakan analisis isi (<i>content analysis</i>). Temuan penelitian ini menunjukkan bahwa psikolinguistik mencakup strategi pembelajaran bahasa serta fenomena pemerolehan dan pembelajaran bahasa. Demikian pula, belajar bahasa Arab melibatkan ketaatan pada prinsip-prinsip linguistik, psikologis, dan pendidikan. Ketiga prinsip ini berfungsi sebagai penghubung antara psikolinguistik dan pemerolehan bahasa. Penelitian ini bertujuan untuk membantu guru dalam meningkatkan proses pemerolehan bahasa Arab.</p>
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INTRODUCTION

The role of psycholinguistics in language learning is very important considering that language learning also means covering language activities. While language activities do not stop at mechanistic areas, but also involve mentalistic areas (Buhori, 2017). In line with this, Syahid argues that psycholinguistics in language learning for non-natives plays a role in identifying how language is and how a learner acquires language, and then expresses it in acts of communication (Julianti dkk., 2022). While in Zuhannan's perspective, Arabic and psycholinguistics have a harmonious relevance. The existence of

psycholinguistics can be actualized in the methodology of learning Arabic. (Zulhannan, 2017). While in Zulhannan's perspective, Arabic and psycholinguistics have a harmonious relevance. The existence of psycholinguistics can be actualized in Arabic language learning. As for Hasan's perspective, the significance of psycholinguistics and Arabic can be seen when a teacher examines the problems that surround students' language acts and learning, and the best solutions can be offered (Hasan, 2018).

The 21st century's information and communication technology advancements have altered how people work, socialize, play, and learn (Munir dkk., 2023). In the twenty-first century, both teachers and students must possess the necessary teaching and learning abilities (Faroh dkk., 2023). This is due to the fact that the goal of national education in the twenty-first century is to create a society made up of quality human resources—that is, people who are capable, willing, and independent of realizing the aspirations of their country—by creating an Indonesian society that is prosperous, happy, and on par with other countries in the world. Accordingly, the UN defines 21st century education as creating a knowledge-based society with the following competencies: 1) media and ICT literacy, 2) Cooperative skills; 3) problem-solving abilities; 4) proficient communication abilities; and 5) critical thinking abilities.

The 21st century provides its problems in the world of education. The problems are related to globalization and social change. Due to globalization, Indonesian schools have to follow the lead of international schools by putting in place an internationally recognized quality management system (SMM ISO 9001: 2000) for school administration. As a result, several of them have obtained ISO certifications. (Faqih, 2000). The next problem is related to the output of education which is demanded to be always up-to-date. This is triggered by a paradigm shift in the advantage of a country from comparative advantage (Comparative advantage) to competitive advantage (Competitive Advantage) (Kuntowijoyo, 2001). Natural resource riches provide comparative advantage, but cultural conservation is becoming increasingly important and cannot properly predict social change.

The 21st century is an era where young people are called the millennial generation. Millennials prefer modern ways of learning such as using information technology such as e-learning, virtual face-to-face applications such as Zoom, then social media such as WhatsApp, Instagram, telegram, and so on (Setyawan, 2020). Likewise, today's Arabic

students prefer the internet and Google as their teachers. The problem with current teachers and students learning Arabic is that Arabic is learned not practiced. Therefore, the direction of current Arabic language learning planning is focused on the use of Arabic in communicating both orally and in writing. The consideration is the mixing of cultures between countries, the development of the world of business and trade, and the development and integration of science.

Because language use is a complex human activity, language activities involve both mental and mechanical processes in addition to language problems. Language activities also involve the process of using a language (Luthfi & Munir, 2021). This implies that mental processes or activities are linked to language activities. Consequently, the study of language requires complementarity with the study of mental processes or reason, specifically psychology, which studies mentalistic processes. Linguistics alone is not sufficient to fully understand language. In order to more precisely and understandably characterize human language activities, the combination of the two sciences gave rise to the field of psycholinguistics. This article will discuss psycholinguistics in Arabic language learning, which is expected to help educators in improving the learning process.

METHOD

This research uses a type of library research using content analysis. Data was collected through various books, magazines, journals and other publications that are relevant to the discussion of this research. The author attempted to collect data as supporting information. This type of research is descriptive-analytical, that is, the explanation is understandable, logical and sequential. Reading and recording research materials is the method used in this research to collect data. The data is then presented and discussed conceptually and qualitatively to facilitate analysis.

RESULTS AND DISCUSSION

Definition of Psycholinguistics

Etymologically, the word psycholinguistics is formed from the word psychology and the word linguistics. The scientific discipline of linguistics examines how sounds are transformed into meaningful entities and covers the process of language transmission from speakers to listeners (Hijazi, 1975). Both are different sciences, but both examine

language as their formal object. Linguistics examines language in terms of phonology, morphology, syntax, and semantics, while psychology examines language behavior or language processes. In other words, linguistics is related to language competency, while psycholinguistics is related to the performance of language competency (language performance).

As for the terminology, psycholinguistics is a scientific discipline that explains the nature of language structure, how it is acquired, and how to express it practically. The study of psycholinguistics examines the connection between our innate need to express ourselves and interact with others through language from early infancy to later life an alternative account. Dardjowidjojo (2014) contends that the study of psycholinguistics focuses on the mental processes involved in language use by humans. According to Emmon Bach, psycholinguistics is a branch of study that looks at how language users or speakers create or comprehend particular language sentences (Taringan, 1986).

Based on the above understanding, it can be concluded that psycholinguistics is a scientific discipline that discusses language which includes mechanistic areas consisting of the nature of language structure, and genealogy and also mentalistic areas of how to acquire language, and how to express it practically (Yusuf, 2019). Psycholinguistics is a science that was born from the combination of linguistics and psychology. This interdisciplinary combination aims to make humans better able to describe the phenomenon of language competence-performance that occurs in people's lives. By combining the two, the weaknesses of linguistics, which only limits the study to language problems, and psychology, which examines the human mind, can be improved.

Psycholinguistics is an intelligence that shows a person's language abilities. Language ability is not always demonstrated by reading ability alone, but also other abilities such as vocabulary mastery, comprehension and communication skills (Winarti, 2020). Psycholinguistics is a behavior that considers the delivery of language socially and emotionally, both verbally and non-verbally. Psycholinguistics can help students interact and adapt to their environment more easily (Rakimahwati, 2022). Psycholinguistics is an applied field of linguistics which studies language phenomena or the relationship between language and reason, in a similar way to how sociolinguistics, neurolinguistics, lexicology, and language learning all address the relationship between language and its external components.

Psycholinguistics courses are part of the teaching-learning process course group in language education curricula at educational institutions, not the linguistics/language course group. This is due to the fact that the study of psycholinguistics covers material that is directly relevant to the tasks involved in teaching and learning a language, including (Abdul Chaer, 2010):

1. The nature of language, its purposes, its constituent parts, and the resources available to humans for language learning and acquisition.
2. The process by which a language is created, learns its mother tongue, develops a second language, and becomes proficient in a third, fourth, or more languages.
3. The relationship between language and mind, culture, and brain activity during language acquisition.
4. Diseases and disorders of the language (like aphasia) and their treatments.
5. Effective language instruction

21st Century Arabic Language Learning

In teaching Arabic in the 21st-century era, the competence that should be mastered is creativity and innovation, meaning that Arabic language learning should bring out a creative and innovative attitude in understanding many cultural perspectives. This means that Arabic language learning must prioritize cultural elements. Learning Arabic means learning sentence patterns, phrases, and various expressions. 21st century learning is actually an implication of societal developments from time to time. As is known, society developed from a primitive society to an agrarian society, then to an industrial society, and is now shifting towards an informative society (Rahayu, Restu, 2022).

The objectives of 21st-century learning are shown below:

1. Communication goals include the ability to convey and capture meaning, master the 4 language skills taught, be able to discuss and be able to present the work that has been produced.
2. Cultural goals include learning the culture of the Arab community and connecting Arabic language patterns with the cultural perspective of the local community. In the Cross-Cultural Understanding approach, there are terms of cultural understanding for learning Arabic, namely Knowledge, Awareness, Sensitivity, and Competence (Setyawan, 2019). Learners are also required to be able to interpret cultural elements

in the oral and written texts they learn. Interpretation skills can be trained by reading and listening in one direction and understanding the content of the text using the Arabic point of view or the cultural point of view of the people who study foreign cultures.

3. The purpose of interconnectedness includes: students learning the target language are expected to be able to find other knowledge information in the target language. Thus, the ability to think critically will be built. It is expected of students to be able to draw comparisons between language use in familiar and Indonesian contexts.
4. Comparative goals, include being able to make comparisons between one's language and the cultural context in which the language is learned. This means being able to maintain good Indonesian culture and being able to take Arabic culture related to good deeds and Islam to be applied, especially in the use of Arabic in Indonesia.

Menurut (2017) simplifies it into 4 key principles of 21st-century learning which are explained and developed as follows:

1. Instruction should be student-centered

Student centered learning approach should be used in learning development. Pupils are positioned as active learners who actively explore their passions and abilities. Instead of listening to the teacher lecture and memorize the material, students are encouraged to build their own knowledge and skills based on their aptitude and stage of cognitive development. They are also encouraged to participate in the solution of actual societal issues.

2. Education should be collaborative

Teaching students how to work with others is essential. Work together with people whose cultural background and values are different from your own. It is important to support students in working together with their peers to explore material and create meaning. Students must be taught how to recognize each person's unique talents and strengths while working on a project, as well as how to assume roles and adjust to them.

3. Learning should have context

Education does not have an effect on students' lives outside of the classroom, it will not mean much. As a result, the material must be relevant to the students' everyday experiences. Teachers create learning opportunities that let students engage with the

actual world. Teachers assist students in finding purpose, value, and self-assurance in the knowledge they are gaining and how to apply it to their everyday lives. Instructors administer assessments of student performance that are connected to the real world.

4. Schools should be integrated with society

Schools should be able to support students' engagement in their social environment in order to help them become responsible citizens. Putting together community service projects, for instance, teaches students how to assume roles and perform specific tasks in a group setting. Students can participate in a range of community program developments, including those related to health, education, the environment, and other subjects. In order to develop students' empathy and social care sensitivity, it is also necessary to invite them to visit orphanages.

Psycholinguistics in 21st Century Arabic Language Learning

Language learning and psycholinguistics are closely related since the former covers language learning and acquisition in detail, while the latter focuses on the process of learning a language well. Thus, learning Arabic involves the application of three principles: linguistic, psychological, and pedagogical. These three principles serve as the interface between linguistics and language learning. Here, the author will discuss how educational, psychological, and linguistic concepts meet with psycholinguistics to explain how Arabic language learning in the twenty-first century works (Mochamad Ismail, 2013).

1. Education Principles

This idea pertains to the curriculum's elements, which include learning objectives, materials, methods, and evaluation. In determining the learning objectives, an Arabic teacher must consider several things, including motivation, ability, individual differences, etc. The principles of education discuss general aspects of formal education in schools, including the role of language in teaching reading skills, and improving language skills to express thoughts and feelings, methods and learning materials (Sopyan, 2022).

The language learning method must follow the approach or theory of learning, namely behaviorism or cognitivism. Language learning methods must follow the approach or theory of learning, namely behaviorism or cognitivism. Some methods with a behaviorism approach are a direct method and an audiolingual method. While

methods with a cognitive approach include the silent way method and the translate method. Likewise, in Arabic learning materials, teachers must also adjust the material to the learner's tendency and the significance of the material for the learner.

2. Psychological Principles

This principle relates to the knowledge of psychological learning theories that teachers must know because these psychological theories are approaches or theories of language learning methods. The psychological principles are (Mansur, 1982):

a. Behaviorism theory

Behaviorism is a school of psychology whose study material is behavior that is not related to consciousness or mental constructs (Syakur, 2008). Behaviorism is a school of psychology which believes that studying individual behavior must be done on every individual activity that can be observed, not on hypothetical events that occur within the individual. Therefore, adherents of behaviorism strongly reject the existence of aspects of consciousness or mentality in individuals (Triayuni Hartati, 2023). Douglas Brown goes on to say that the behavioristic approach concentrates on the parts of language behavior that are directly observable, such as real-time responses and the different connections between responses and surrounding events. (Brown, 2008).

Learning according to this theory is highly dependent on factors external to learning, such as the environment, teachers, teaching materials, and methods used. This theory also considers that traditional habituation techniques (operant conditioning), rewards and punishments (law effect), and encouragement (reinforcement) are techniques that should be used to achieve learning objectives.

b. Theory of cognitivism

The tenet of behaviorism theory, which holds that learning is largely dependent on factors outside of the learner's control and their mind—like a blank piece of paper that is subsequently colored by its surroundings—is sharply opposed by cognitivism theory. The theory of cognitivism holds that learning is connected to both cognitive and psychomotor processes. In other words, it is the learner's mind that plays more of a role in the learning process than external factors. Their intellect determines the external factors they will accept or understand and

connects their previous experience with what they are currently receiving. External factors only serve to stimulate this innate talent.

Cognitive learning theory began to develop in the last century as a process of behavioral theory that had developed previously. This cognitive model has the perspective that students process information and lessons through their efforts to organize, store, and then find relationships between new knowledge and existing knowledge. This model emphasizes how information is processed (Y, 2020). Cognitive school adherents say that learning does not just involve the relationship between stimulus and response. Unlike other learning theories, cognitive learning theory is a form of learning theory that is often referred to as a perceptual model. Cognitive learning theory says that a person's behavior is determined by their perception and understanding of situations related to their learning goals (Nurhadi, 2020).

The explanation of these theories of language learning can be simplified into naturalistic and formalistic terms. Behaviorists assume that language learning is natural or natural in the community environment. So based on this theory, in the context of Arabic language learning in Indonesia, academics strive to form *bi'ah lughowiyah*. Meanwhile, cognitivism argues that language learning is in a formal situation in the classroom (Sarwadi, 2013). The integral form, of language learning based on this theory requires a curriculum in the Arabic language learning process.

3. Linguistic Principles

Linguistic principles examines the analysis of language and the nature of language. There are two major theories in this study, namely structuralism which is a sibling of behaviorism learning theory. Secondly, transformative-generative theory which is a sibling of cognitivism theory.

a. Structuralism Theory

Ferdinand de Saussure (1857-1913) initiated this theory. Swiss linguist assumed that language was originally the sound or spoken word of the original speaker of the language. Saussure has the view that the building or structure of language cannot function unless there is a relationship between the words in it, which acts as a synchronic structure in which the relationship is interrelated

(Hamzah, 2021). Therefore, language research should begin by analyzing the sound or speech of the original speaker of the language, then the letter form of the language, and only then proceed to analyze the sentence structure (syntax). Departing from the above assumptions, this theory assumes that learning is done by repetition, reinforcement, and imitation as in the theory of behaviorism.

b. Transformative-Generative Theory

The word transformative-generative is a combination of two terms, namely generative and transformative. Generative comes from the word to generate which means to produce, generate and cause (Balkis Aminallah Nurul Mivtakh, 2023). The theory Chomsky which is the opposite of structuralism theory invites language learners to understand and master the rules of sound, the structure of the language, so that they can produce sentences that he has never heard or practiced before. Because the creativity produced by the speaker must be equipped with mastery of language rules first.

The generative-transformative theory, one of the contemporary psycholinguistic theories, is frequently employed by scholars as a source for language studies, including the application of methods in Arabic language learning. It is not possible to generalize Chomsky's assertion that language acquisition is independent of environmental factors and does not require a learning process to all languages. Furthermore, according to his theory, Chomsky emphasizes mother tongue acquisition more than second language acquisition, and so forth (Permata, 2015).

CONCLUSION

A teacher should study the principles of language learning, which include educational principles, psychological principles, and linguistic principles which will be found in one common ground, namely psycholinguistics. A teacher should understand students' mental patterns and processes in understanding and using language during learning. This includes the use of learning strategies that consider students' cognitive, social and emotional factors to increase learning effectiveness.

In psycholinguistic-based learning, students have an active role in learning, such as auditory comprehension, oral production, and written comprehension. Students' active participation in speaking, listening, reading and writing activities will strengthen their psycholinguistic skills. Overall, collaboration between teachers and students in a psycholinguistic context can increase the effectiveness of Arabic language learning, understand individual student needs, and build a strong foundation for Arabic language mastery.

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