



The Role of a Multilingual Environment in the Acquisition of Arabic as a Second Language: A Case Study at Pondok Modern Arrisalah Ponorogo

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Abstract

This study aims to analyze the role of a multilingual environment in the acquisition of Arabic as a second language at Pondok Modern Arrisalah Ponorogo. The multilingual environment, which involves the use of Arabic, English, and Indonesian, represents an interesting linguistic phenomenon to be examined from the perspective of second language acquisition. This research employs a qualitative approach with a case study design. Data were collected through observation, in-depth interviews, and documentation, involving students, Arabic language teachers, and language coordinators as research participants. The findings indicate that the multilingual environment at Pondok Modern Arrisalah is systematically developed through language policies, structured language programs, and the habituation of language use in students' daily lives. This environment plays a significant role in supporting the acquisition of Arabic, particularly through the intensity of language exposure, social interaction, and continuous communicative practice. The presence of other languages does not entirely hinder the process of Arabic acquisition; rather, in certain contexts, it functions as scaffolding that helps students understand and strengthen their linguistic competence. The main supporting factors include the consistency of language policies, teachers' role modeling, and students' motivation, while the inhibiting factors include differences in students' linguistic backgrounds, low self-confidence among some learners, and the influence of non-target language use.

Kata kunci:

Bahasa Arab;
Lingkungan
Multibahasa;
Pemerolehan Bahasa.

Abstrak

Berdasarkan hasil penelitian dan pembahasan, dapat disimpulkan bahwa lingkungan multibahasa di Pondok Modern Arrisalah Ponorogo memiliki peran yang signifikan dalam mendukung pemerolehan bahasa Arab sebagai bahasa kedua. Lingkungan tersebut tidak terbentuk secara alami, melainkan dikonstruksi melalui kebijakan institusional, program kebahasaan, serta pembiasaan penggunaan bahasa Arab, Inggris, dan Indonesia dalam kehidupan sehari-hari.

santri. Lingkungan multibahasa memberikan kontribusi positif terhadap perkembangan kompetensi komunikatif santri melalui intensitas paparan bahasa, interaksi sosial yang berkelanjutan, serta keterlibatan aktif santri dalam praktik komunikasi. Keberadaan bahasa lain dalam lingkungan pesantren tidak sepenuhnya menghambat proses pemerolehan bahasa Arab, tetapi dalam beberapa konteks justru berfungsi sebagai sarana pendukung pemahaman dan penguatan kompetensi linguistik santri. Keberhasilan penerapan lingkungan multibahasa dipengaruhi oleh berbagai faktor, di antaranya konsistensi kebijakan bahasa, keteladanan guru dan pengurus, serta motivasi santri. Sebaliknya, tantangan utama yang dihadapi meliputi perbedaan latar belakang kemampuan santri, rendahnya kepercayaan diri sebagian santri, serta kurangnya konsistensi penggunaan bahasa dalam situasi informal. Oleh karena itu, pengelolaan lingkungan multibahasa yang terstruktur dan berkelanjutan menjadi kunci penting dalam mendukung keberhasilan pembelajaran bahasa Arab di lingkungan pesantren.

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INTRODUCTION

In the era of globalization, the ability to master more than one language has become an essential requirement in the field of education. Multilingualism is understood not only as linguistic competence but also as a means of fostering students' cognitive, social, and academic development. Within the context of Islamic education, the Arabic language holds a strategic position as the language of religion, scholarship, and global communication. Therefore, the teaching of Arabic as a second language continues to develop in various educational institutions, including Islamic boarding schools (*pesantren*) (Amiruddin, 2019).

Studies on Second Language Acquisition (SLA) indicate that the success of language learning is not determined solely by classroom teaching methods, but is also strongly influenced by the linguistic environment. An environment rich in linguistic input, communicative interaction, and habitual language use in daily life has been shown to accelerate the process of language acquisition. Therefore, the concept of *bi'ah lughawiyyah* (language environment) has become one of the primary strategies in Arabic language learning, particularly within the context of boarding-based education (Hidayat, 2020 C.E.).

Pondok Modern Arrisalah Ponorogo is one of the Islamic educational institutions that implements a multilingual environment system by habituating the use of Arabic, English, and Indonesian in students' daily activities. This multilingual practice is applied not only in formal learning processes but also in social communication, student organizational activities, and

dormitory life. These conditions make Pondok Modern Arrisalah an interesting context to be examined from the perspective of Second Language Acquisition. Although numerous studies have examined the role of the language environment in Arabic language learning, research that specifically investigates the role of a multilingual environment in the acquisition of Arabic within a particular modern pesantren context—especially at Pondok Modern Arrisalah Ponorogo—remains relatively limited. In fact, the presence of more than one language within a single environment can generate both positive impacts and challenges in the process of acquiring Arabic as a second language (Lulu, 2025).

Based on these considerations, this study is important to conduct in order to analyze in depth how the multilingual environment at Pondok Modern Arrisalah Ponorogo supports students' acquisition of Arabic, as well as to identify the factors that influence this process. The findings of this study are expected to provide both theoretical contributions to the field of Second Language Acquisition and practical contributions to the development of environment-based Arabic language learning models in Islamic educational institutions.

Second Language Acquisition (SLA) refers to the process by which an individual learns a language other than their mother tongue in both formal and informal contexts. According to Ellis (1997), second language acquisition is influenced not only by an individual's cognitive abilities but also significantly by social and linguistic environmental factors. In the context of Arabic language learning in pesantren, the acquisition process occurs not only in the classroom but also naturally through daily interactions (Setiawan al., 2020).

Krashen (1985), through his well-known theory, the Input Hypothesis, explains that language acquisition occurs most effectively when learners are continuously exposed to comprehensible input. Such input should be slightly beyond the learners' current level of competence ($i+1$). A rich language environment, such as the use of Arabic in everyday communication, strongly facilitates this process. In addition, Krashen also proposed the concept of the Affective Filter, which refers to emotional factors such as motivation, anxiety, and self-confidence that can influence the success of language acquisition. A supportive, non-threatening learning environment that provides students with opportunities to use Arabic without fear of making mistakes can lower the affective filter and accelerate the process of language acquisition (Febriani, 2020).

The linguistic environment is one of the external factors that plays a crucial role in determining the success of second language learning. Chaer and Agustina (2010) explain that the linguistic environment encompasses all conditions surrounding the learner that enable contact with the target language, either through direct or indirect interaction. Such an environment may take the form of social interactions, language-related media, institutional

policies, as well as the communication culture that develops within the community (Pransiska, 2020).

Multilingualism refers to the condition of using more than one language within a social community. In contemporary education, multilingualism is no longer viewed as a barrier but rather as a linguistic resource that can be utilized to support the learning process. García (2009) explains that learners who live in multilingual environments tend to develop higher metalinguistic awareness and demonstrate greater flexibility in understanding linguistic structures. In the context of Arabic language acquisition, the presence of other languages such as Indonesian and English can function as scaffolding for learners. When students encounter difficulties in understanding Arabic concepts, they can draw on the languages they have already mastered to construct new understanding. This perspective aligns with Vygotsky's sociocultural theory, which emphasizes that learning occurs through social mediation and language (Febriani et al., 2021).

Several previous studies have examined related issues. The first study, conducted by Abdi Sampurna Nasution, found that bilingualism functions as a form of linguistic adaptation, as reflected in the use of the mother tongue, code-mixing, and first-language interference. The findings indicate that bilingualism can have both positive and negative impacts; therefore, it needs to be managed appropriately in order to optimally support Arabic language learning (Darihastining et al., 2023).

The second study, conducted by Dini Setiani, revealed that the interventions implemented resulted in a significant improvement in students' ability to communicate assertively and to adapt linguistically within the boarding school environment. The participants demonstrated a better understanding of the goals of assertive communication and were able to establish healthier communication among fellow students, thereby reducing misunderstandings. These findings emphasize that systematic and participatory community-based interventions are effective in fostering healthy communication in multicultural pesantren environments. Such programs are recommended to be implemented continuously to support the development of students' character and social skills (Setiani et al., 2026).

The subsequent study, conducted by Firnandha, indicates that the program resulted in an improvement in students' reading and writing skills, as well as the development of more positive attitudes toward the enhancement of Indonesian language use. The evaluation shows that reading proficiency increased from 60% to 80%, while writing proficiency improved from 70% to 85%. In addition, the use of Indonesian increased significantly in teaching and learning activities. This study demonstrates that participatory and contextual approaches can foster a linguistic ecosystem that supports the strengthening of national identity through language. The

program also contributes to character development among students and to the preservation of the functions of the Indonesian language amid the diversity of regional languages (Dwiutari et al., 2025).

Research on the role of the linguistic environment in second language acquisition, particularly in Arabic language learning, has been widely conducted across diverse educational contexts. Most studies consistently emphasize that a supportive linguistic environment, high intensity of language exposure, and sustained communicative interaction contribute significantly to learners' success in acquiring the target language. However, a critical examination of these studies reveals considerable variation in both focus and research context. Some studies concentrate on monolingual environments, others on bilingual settings, while relatively fewer investigations address multilingual environments in a systematic and in-depth manner (Simbolon et al., 2025).

Moreover, many existing studies tend to emphasize either linguistic outcomes or pedagogical strategies, without sufficiently exploring how the interaction among multiple languages within a single educational ecosystem shapes the process of Arabic acquisition. This gap indicates the need for further research that specifically examines the dynamics of multilingual environments in particular institutional contexts, especially in modern Islamic boarding schools where students are simultaneously exposed to Arabic, English, and Indonesian.

A number of previous studies have primarily focused on the establishment of *bi'ah lughawiyyah* (Arabic-speaking environments) within pesantren as a strategy for improving students' language skills. While these findings reinforce the importance of the language environment in language learning, studies that specifically examine the role of multilingual environments in the acquisition of Arabic as a second language remain relatively limited, particularly within the context of modern Islamic boarding schools in Indonesia. In line with this focus, the present study aims to provide a comprehensive description of the characteristics of the multilingual environment at Pondok Modern Arrisalah Ponorogo. It also seeks to analyze the role of this multilingual environment in supporting students' acquisition of Arabic as a second language. Furthermore, this study aims to identify the supporting and inhibiting factors in the implementation of a multilingual environment, thereby offering both conceptual and practical contributions to the development of environment-based Arabic language learning in Islamic educational institutions.

METHOD

This study employs a qualitative approach with a case study design, as it aims to gain an in-depth understanding of the phenomenon of the role of a multilingual environment in the

acquisition of Arabic as a second language within the natural context of Pondok Modern Arrisalah Ponorogo. This approach is chosen because it enables the researcher to explore the meanings, processes, and socio-linguistic dynamics occurring in the pesantren environment comprehensively (Jasmine et al., 2025).

The research participants consist of students, language coordinators, and Arabic teachers who are directly involved in the implementation of the multilingual environment. The selection of informants was conducted using purposive sampling, based on their level of involvement and understanding of language practices within the pesantren. The data were analyzed using descriptive qualitative analysis techniques, involving the stages of data reduction, data display, and conclusion drawing. The analysis process was carried out continuously throughout data collection to ensure that the findings accurately and deeply represent the field conditions (Amiruddin, 2019).

RESULTS AND DISCUSSION

This study aims to analyze the role of the multilingual environment in the acquisition of Arabic as a second language at Pondok Modern Arrisalah Ponorogo. Based on data obtained through observation, interviews, and documentation, the findings indicate that the multilingual environment in this pesantren does not emerge naturally but is systematically constructed through institutional policies and everyday social practices (Abdullah & Rahmi, 2020)

The multilingual environment at Pondok Modern Arrisalah is characterized by the use of three main languages: Arabic, English, and Indonesian. Arabic and English are positioned as official languages in many pesantren activities, particularly in dormitory life, student organizations, and language-related programs, while Indonesian is used in a more limited way in certain academic situations. These findings suggest that the pesantren consciously develops a linguistic environment as a pedagogical strategy. From the perspective of Second Language Acquisition theory, this condition aligns with the concept of an engineered linguistic environment, namely a language environment that is deliberately constructed to provide intensive linguistic input for learners (Awwaludin, 2020).

The presence of language-related programs such as daily vocabulary provision (*mufradat harian*), conversation practice (*muhadatsah*), trilingual speech activities, and a language control system strengthens the active linguistic atmosphere. The continuous intensity of exposure to Arabic enables students not only to learn Arabic as an academic subject but also to experience it as a medium of everyday communication. This finding supports Krashen's Input Hypothesis, which states that language acquisition occurs optimally when learners receive sustained comprehensible input within meaningful contexts. In terms of students' language development, the data indicate that students who have spent a longer period in the pesantren

demonstrate significant improvement in their comprehension and use of Arabic. They are able to understand instructions in Arabic, respond to simple conversations, and use functional vocabulary in social interactions. This phenomenon suggests that the multilingual environment functions as an active space for linguistic interaction. These findings are consistent with Long's Interaction Hypothesis, which emphasizes that language acquisition occurs through social interaction and the negotiation of meaning (Ramadhani, 2024).

Interestingly, the presence of other languages (English and Indonesian) within the same environment does not entirely function as a barrier; rather, in many situations, it actually helps students understand Arabic. Some students use Indonesian as a bridge to comprehend difficult Arabic structures. This phenomenon can be explained through the concept of scaffolding in Vygotsky's sociocultural theory, which posits that previously acquired languages can serve as mediational tools in learning a new language.

Therefore, the multilingual environment at Pondok Modern Arrisalah functions not only as a space for language exposure but also as a space for interlingual meaning negotiation.

The Multilingual Environment as a Socio-Linguistic Ecosystem The findings of this study can also be interpreted from a sociolinguistic perspective, which views language not merely as a tool for communication but as a social practice that shapes community identity and culture. At Pondok Modern Arrisalah, the use of Arabic is not simply an academic requirement but has become an integral part of the pesantren culture. Students who habitually use Arabic in their daily lives tend to construct their identities as learners of Arabic and perceive themselves as members of a particular linguistic community (Samin et al., 2025). This perspective reinforces the view that successful language acquisition is influenced not only by cognitive factors but also by social engagement. The stronger the students' involvement in the Arabic-speaking community, the greater the likelihood that language acquisition will occur naturally. Thus, the multilingual environment in the pesantren functions as a socio-linguistic ecosystem that allows students to experience language in authentic contexts, rather than merely as classroom content (Nasution, 2025).

Multilingualism and Students' Metalinguistic Awareness One of the notable findings of this study is the emergence of students' metalinguistic awareness as a result of living in a multilingual environment. Students who regularly use three languages—Arabic, English, and Indonesian—demonstrate the ability to compare linguistic structures, vocabulary, and language functions across different contexts. For example, when students do not understand the meaning of an expression in Arabic, they attempt to seek equivalent meanings in Indonesian or English. In modern linguistic studies, this ability is referred to as metalinguistic awareness, namely an individual's awareness of the language system they use (Unis, 2019). Such awareness

The Role of a Multilingual Environment in the Acquisition of Arabic as a second Language strengthens the language acquisition process, as learners become more reflective and strategic in their language use. Therefore, the presence of a multilingual environment not only supports the acquisition of Arabic but also fosters students' broader linguistic competence (Muradi, 2021).

The Adaptation Dynamics of New Students in a Multilingual Environment The findings also indicate that new students experience a phase of linguistic adaptation when they first enter the pesantren environment. At the initial stage, some students undergo language shock, characterized by feelings of surprise and confusion when they are required to use Arabic and English in their daily lives. This condition is often marked by fear of making mistakes, low self-confidence, and a tendency to avoid using Arabic. However, over time and with increasing intensity of interaction, most students begin to demonstrate positive development. This phenomenon suggests that language acquisition is a gradual process and is strongly influenced by the duration of exposure to the language environment. These findings reinforce the assumption that a multilingual environment requires an adaptation process and that its success cannot be assessed instantly (Syah, 2019).

Implications of the Findings for Arabic Language Teaching Practices The findings of this study have important implications for the practice of Arabic language teaching, particularly within pesantren contexts. First, Arabic language learning should not be confined solely to classroom activities but should be extended to students' everyday lives. A multilingual environment can be utilized as an integrated pedagogical strategy that complements formal instruction. Second, the management of the multilingual environment needs to be conducted in a balanced manner. This means that the use of Arabic should remain the primary priority, while the presence of other languages such as Indonesian and English can be strategically utilized as learning support tools rather than being viewed as threats (Tajuddin et al., 2020). This approach is more realistic and better aligned with the conditions of Arabic language learners in Indonesia. Third, the findings also underscore the crucial role of teachers and administrators as language models. When teachers and administrators consistently use Arabic in their daily communication, students are more likely to imitate and develop habitual use of the language. Therefore, the success of a multilingual environment largely depends on the quality of language practices demonstrated by educational actors within the institution (Ihsan & Maryani, 2025).

Nevertheless, the study also reveals that the effectiveness of a multilingual environment is strongly influenced by various supporting and inhibiting factors. The main supporting factors include the consistency of the pesantren's language policies, the exemplary use of Arabic by teachers and administrators, students' intrinsic motivation, and the intensity of social interaction in the dormitory (Febriani, 2020). These factors are closely related to Krashen's

Affective Filter theory, which suggests that high motivation and self-confidence can lower psychological barriers and thereby facilitate more effective language acquisition. Conversely, several obstacles were also identified in the field, such as some students' tendency to use local languages when outside supervision, differences in the linguistic backgrounds and proficiency levels of new students, and the influence of digital media, which predominantly uses Indonesian. These obstacles indicate that the language environment is dynamic and cannot be fully controlled, as has also been reported in various previous studies on the implementation of language environments in pesantren contexts (Setiani et al., 2026).

CONCLUSION

Based on the results and discussion, it can be concluded that the multilingual environment at Pondok Modern Arrisalah Ponorogo plays a significant role in supporting the acquisition of Arabic as a second language. This environment does not emerge naturally but is deliberately constructed through institutional language policies, structured language programs, and the habitual use of Arabic, English, and Indonesian in students' daily activities. The multilingual environment contributes positively to the development of students' communicative competence through the intensity of language exposure, continuous social interaction, and active engagement in communicative practices. The presence of other languages within the pesantren environment does not entirely hinder the process of Arabic acquisition; rather, in certain contexts, it functions as supportive scaffolding that facilitates comprehension and strengthens students' linguistic competence.

The effectiveness of the multilingual environment is influenced by several factors, including the consistency of language policies, the exemplary use of language by teachers and student leaders, and students' motivation. Conversely, the main challenges include differences in students' linguistic backgrounds, low self-confidence among some learners, and inconsistent language use in informal settings. Therefore, the structured and sustainable management of a multilingual environment is a key factor in enhancing the success of Arabic language learning in the pesantren context.

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