

Acquisition of Arabic Students with Hybrid and Receptive Learning Models

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Abstract

This study aimed to analyze the ability to acquire Arabic as a second language for students of the Islamic Economics and Business Faculty at IAIN Ponorogo through hybrid and sensory learning activities. This research is qualitative with a case study type. The research population totaled 176 students, with a sample of 20 students. The sampling technique was done by non-probability sampling with the snowball sampling method because the samples were taken based on the needs of this study. The research data is in the form of pronunciation of vocabulary sounds, Arabic spelling of letters, verbs, and nouns, the ability to understand the material being listened to, and the ability to read Arabic texts for FEBI IAIN Ponorogo students in odd semesters of 2022/2023 academic year. The student reading source used as research data is the book "Al-'Arabiyyah fi Dirāsah al-Mu'āmalāt." A book taught in the course "Arabic for Economics." Observation, interviews, and documentation carry out data collection techniques. Data analysis techniques with data reduction, data presentation, concluding, and verification. The results of the study show that the acquisition of Arabic as a second language by students of the Islamic Faculty of Economics and Business at IAIN Ponorogo in attending "Arabic for Economics" courses tends to differ from one another. They are entering the pre-production language acquisition phase. That is, they have not mastered many foreign vocabulary. This is due to the educational background taken before they entered university. Another influencing factor is the environment in which students live.

Keywords

Al-'Arabiyyah fi Dirāsah al-Mu'āmalāt; IAIN Ponorogo; Language Acquisition

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1. INTRODUCTION

In the modern era, learning Arabic cannot be separated from the accuracy of digital technology. Various conventional approaches and methods must accept that learning Arabic must adapt to digital developments. Arabic is no longer taught using classical methods such as sorogan and tarjamah but has shifted to the latest methods using various visual, audio-visual, anime, and similar media (Midi HS, 2020). Like it or not, this fact must be accepted by Arabic language educators and students. Especially Indonesia, which is currently recovering from the experience of COVID-19. At that time, all learning instruments had to shift to digital technology (Ritonga & Nazir, 2020). The shift to the digital learning model has continued post-pandemic and has impacted aspects of psychology, education, culture, society, and economics.

Hybrid learning is one of the existing Arabic learning models used during the COVID-19 pandemic and after the pandemic (Akhsan & Muhammadiyah, 2020). Alternatively, what can be said about blended learning? Hybrid learning is an educational program that can be implemented through online content and teacher instructions so students can adjust the use of time and place for learning (Gunawan et al., 2021). Due to the Covid-19 pandemic, some learning has shifted by utilizing existing technology. One of them is the hybrid learning model used because it combines online learning with face-to-face learning. Hybrid learning further optimizes the role of digital technology, such as a set of computers, even though learning activities are still carried out face-to-face (Simarmata et al., 2019). With hybrid learning simulations, teachers and students can more efficiently learn the language, especially time and place efficiency.

For students other than the Arabic Literature Study Program and Arabic Language Education, learning Arabic as a second language is more challenging than learning their mother tongue because Arabic is not an everyday language. Students learn Arabic as a second foreign language (Mubarak et al., 2022). The cases the researchers encountered were in material objects for students of the Faculty of Islamic Economics and Business (FEBI) IAIN Ponorogo. Based on the results of interviews with several students of the Islamic Faculty of Economics and Business (FEBI) IAIN Ponorogo and observations, it can be concluded that Students find it difficult to master Arabic. This is due to various factors. First, Arabic is a second language (B2) at the psycholinguistic level. Difficulties in mastering the Arabic language can be through aspects of vocabulary, pronunciation, and reading. Difficulties are even more complex when learning is carried out online. Second, students who enter the Islamic Faculty of Economics and Business at IAIN Ponorogo are mostly high school and vocational high school alumni. Where they just learned Arabic for the first time when they entered university. Third, students lack skills in reading and writing Arabic scripts due to family, environmental, and religious background factors. Fourth, most students do not prioritize Arabic courses because they are considered additional courses at the Faculty of Islamic Economics and Business.

Arabic courses, or "Arabic for Economics," are basic courses in the language sciences group that students at FEBI IAIN Ponorogo must follow. The course "Arabic for Economics" was derived through the results of a study of the Graduate Competency Standards (SKL) and Graduate Learning Achievements (CPL) of the Undergraduate Study Program at Islamic Religious Colleges (PTKI) and the Faculty of Islamic Religion (FAI) of Higher Education compiled by the Directorate of Education Islamic Religious College, Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia concerning the 2018 Indonesian National Qualifications Framework (KKNI) and Higher Education National Standards (SNPT), especially the Islamic Economics and Islamic Banking Study Program. The course "Arabic for Economics" reviews normative muamalah fiqh with the language of instruction in Arabic. The achievement of this course is that students understand the nature of Sharia economic law and various transaction contracts fundamentally originating from classical books (turās) before they study conventional economic theories and contemporary Sharia economics. By understanding muamalah fiqh normatively, it is hoped that students will be able to develop more complex sharia economic studies.

The "Arabic for Economics" course takes the literature of the book "Al-'Arabiyyah fi Dirāsah al-Mu'āmalāt". A concise book written by the researcher himself, "Revelation of Hanafi Putra" in mid-2022 (Putra, 2022). The book is compiled for lecture teaching materials. Book materials review muamalah fiqh. They are compiled in light Arabic, hoping students understand the material well. Since the Arabic for Economics lecture material is textual, the lecture method used is Qawāid wa Tarjamah. Students read Arabic texts, translate, and describe the meaning of the text read receptively. The learning model used is hybrid learning by maximizing the e-learning facilities provided by the Institute and the receptive learning model by practicing listening and reading skills of Arabic texts.

Student learning experiences while taking the "Arabic for Economics" course using a hybrid learning model have positive and negative impacts. The positive impacts include time and place efficiency. While the negative impact is that students need to understand the Arabic text better, they listen to and read the Arabic script. These two weaknesses are reinforced by the four factors behind students' difficulties in learning Arabic: The Arabic language factor as a B2, Arabic language skills, alumni, and perceptions. This is to the study's findings, which stated (Pauseh et al., 2022) that one of the internal factors contributing to difficulties in learning Arabic was the educational background and student opinions regarding Arabic. In terms of linguistic factors, one of them is because Arabic is not the mother tongue in Indonesia.

Researchers attribute FEBI IAIN Ponorogo students who study Arabic at the Institute to second language acquisition (B2), not language learning. This is because most students need to learn Arabic, have not learned Arabic, and some even have just heard Arabic. Second language acquisition (B2) differs from learning (Slabakova, 2013). The acquisition can refer to linguistic abilities internalized naturally, without being realized by someone. One focuses more on linguistic forms/construction (Bertin et al., 2010). Learning foreign languages among non-native Indonesian students is important to know how Indonesians can learn and understand the target language's grammar. So, how can they recognize and understand speech in a foreign language and be able to speak a foreign language? Those with a first and second language can speak another language (foreign language) if they learn foreign grammar during the learning process (Syahid, 2015).

Using two Arabic language learning models (hybrid and receptive) in the middle faculty impacts students' Arabic language acquisition process. Students with an average age of 18 to 20 years acquire quite complex Arabic. Their language skills should be similar to adults (Grosjean & Li, 2013). The uniqueness of acquiring Arabic for FEBI IAIN Ponorogo students with hybrid and receptive learning models includes mastery of Arabic vocabulary, spelling of Arabic letters, verbs, and nouns, understanding the material being listened to, and reading Arabic texts. The most remarkable thing is the difficulty of mastering Arabic (phonetic) sounds, especially for students new to Arabic script.

Literatur Review

a. Second Language Acquisition

Acquisition of a second language, or the term "second language acquisition," is defined as how a second language (B2) is being studied by someone or the acquisition of a foreign language other than the mother tongue/first language (B1) (Ellis et al., 1997). In Noam Chomsky's view, language acquisition theory only leads to the first language (B1) and does not apply to the second language (B2). Chomsky calls language acquisition language acquisition, i.e., first language. Meanwhile, the second language is obtained from the learning process (Chomsky, 2006). However, unlike Krashen, he stated that language acquisition does not only apply to the first language (B1). Krashen's view is that the process of language acquisition can be extended to a second language (B2), namely in a foreign language (Krashen & Oxford, 1981). A second language can be learned in the same way as a first language. This is one of many cases where Krashen has opinions and disagreements. Regarding language learning, Stephen Krashen has the opposite opinion from other linguists. Most linguists respect grammar rules when learning languages, but Krashen rejects them. According to him, the essence of language learning is the

ability to speak and communicate in the target language (communication) (Setiyadi & Salim 2013).

Language acquisition can cover many skills, such as syntax, phonetics, and a broad vocabulary. Language acquisition usually refers to acquiring the first language, which examines the child's mastery of the mother tongue (Setiyadi & Salim, 2013). Therefore, when second language acquisition is used in a second language, second language acquisition is the acquisition of the human ability to produce, understand, and unconsciously convey the words to be used (Krashen & Pergamon Institute of English (New York, 1982). Includes Extensive knowledge of the syntax, pronunciation, and vocabulary of languages other than the mother tongue/primary, i.e., languages often referred to as target languages, such as second, third, and fourth (Saville-Troike, 2005).

Krashen believes that language acquisition does not only apply to the first language but also the second language. Thus, he explains the distinction between language acquisition and language learning. Language acquisition is a natural and natural process. The role of language learning involves humans unconsciously. Language acquisition is obtained from the habits or habits that apply around it. The actor is actively involved in mastering the language, such as a baby imitating his mother's language. This situation will produce language and communication skills naturally. Actors can improve their skills with other people around them (Krashen & (Oxford), 1981). Meanwhile, according to him, language learning is the process of mastering language through learning and realizing it. This involves the role of other people who are around him. Actors can develop language mastery by learning and communicating with the people around them (Pranowo, 2015).

b. Hypothesis and Stages of Second Language Acquisition

Krashen has formulated several second language acquisition hypotheses: 1) the learning-acquisition hypothesis, 2) the monitoring hypothesis (monitoring hypothesis), 3) the natural hypothesis (natural hypothesis order), 4) the input hypothesis (input hypothesis and 5) filter hypothesis (effective filter hypothesis) (Krashen & Pergamon Institute of English (New York, 1982). These five hypotheses work optimally with two stages of second language acquisition; 1) attitude stage; 2) attitude stages (Muliawati, 2014). The attitude stage is the acquisition of language naturally or unconsciously. Actors or learners can understand and use language through listening and reading. At the same time, the aptitude stage is the conscious process of acquiring a second language. Actors or students can pay attention to forms and rules and understand the process of the language being studied (Krashen & (Oxford), 1981).

c. Language Acquisition Phase

Second language acquisition has five phases: pre-production, initial production, initial speaking, fluency, and proficiency. First, pre-production. They also called the period of silence. During this period, students only spoke a little because they only had a receptive vocabulary of up to 500 words. Second, early production allows students to speak in short sentences of one or two words at this stage. Third, let us start talking. The vocabulary of second language learners at this level has increased to 3,000 words, enabling them to communicate in simple interrogative sentences. Fourth, fluency is when students already have more than 6000 words and can use sentences with more complex structures. Fifth, skills. Students can be skilled at speaking well, including complex language skills, hearing, speaking, reading, and writing (Haynes, 2007).

d. Hybrid Method

Hybrid Learning combines face-to-face learning, computer-based learning (offline), and internet-based learning (online). This means learning with a learning technology approach with a combination of face-to-face learning resources with instructors and those in computer media, cell phones, video conferencing, television channels, and sustainable media. The Hybrid method, also known as Blended learning, aims to combine the characteristics of the best learning from in-room learning (face-to-face) and the best learning characteristics of the online system to increase active independent learning by

students and reduce face-to-face time in class. Blended Learning focuses on changing the classical form of learning to produce students who are more active in learning material inside and outside the classroom. The activeness of students can have a positive impact. The ultimate goal of Blended Learning is to increase students' understanding of the learning material as indicated by the increased value of the subject (Aulia et al., 2021).

Based on the explanation above, this study aims to analyze the ability to master Arabic as the second language of students of the Islamic Economics and Business Faculty of IAIN Ponorogo through hybrid and sensory learning activities.

2. METHOD

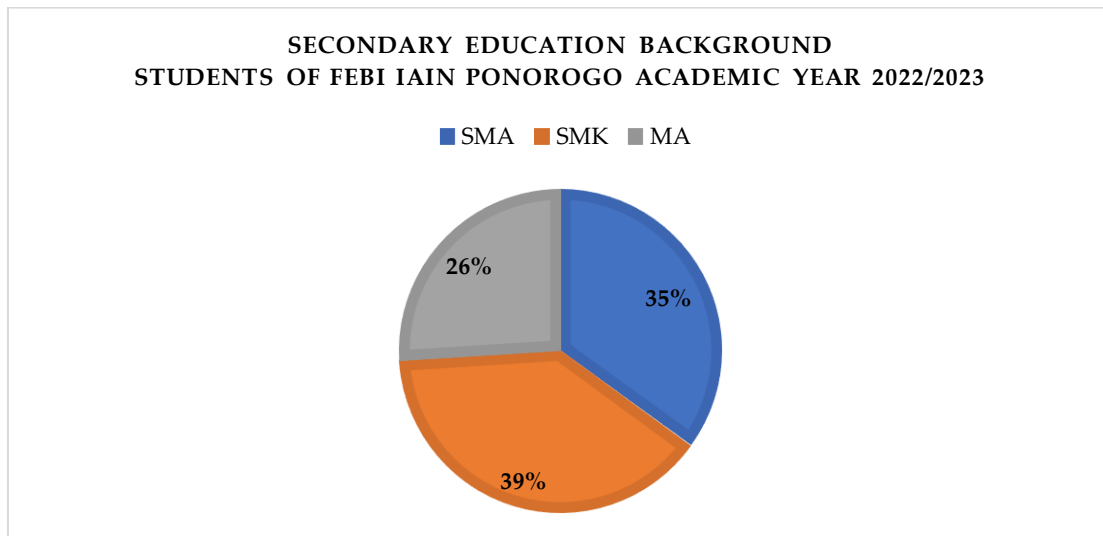
This research is qualitative, using a case study approach. Researchers conducted research related to the acquisition of a second language, which at this stage reduces the ability to master Arabic vocabulary, Arabic spelling of letters, verbs, and nouns; the ability to understand the material being listened to; and the ability to read Arabic texts for students of the Islamic Faculty of Economics and Business at IAIN Ponorogo for the 2022/2023 Academic Year. The research population totaled 176 students, with a sample of 20 students. The sampling technique was carried out by using non-probability sampling with the snowball sampling method. The research data is in the form of pronunciation of vocabulary sounds, Arabic spelling of letters, verbs, and nouns; the ability to understand the material being listened to, and the ability to read Arabic texts for FEBI IAIN Ponorogo students in odd semesters of 2022/2023 academic year. The student reading source used as research data is the book "Al-'Arabiyyah fī Dirāsah al-Mu'āmalāt." A book taught in the course "Arabic for Economics." Observation, interviews, and documentation carry out data collection techniques. Researchers made participatory observations during lectures. The researchers directly observed the Arabic language activities of FEBI IAIN Ponorogo students. Researchers can reduce receptive and productive abilities from the results of these observations. Observations were carried out for one odd semester of the 2022/2023 academic year, with fourteen meetings in each class. The second data mining technique is done by interviewing. At this stage, the researcher interviewed several student respondents regarding the "Arabic for Economics" lecture they attended. Then, the documentation technique is carried out by collecting several relevant research documents, such as the results of questionnaires that are given online. The research data was analyzed by data reduction, presentation, concluding, and verification. The stages are: the researcher reduced some Arabic vocabulary mastery data; Arabic spelling of letters, verbs, and nouns; understanding the material being listened to; and students' ability to read Arabic texts. From these data, the researcher presents them in the form of diagrams and tables, which are then used for analysis. Data analysis was carried out by discussing the research results with theories of second language acquisition. Then, compare the results with several other similar studies. Data triangulation was carried out during the verification stage, namely adjusting some of the second language acquisition data from observation, interview, and documentation techniques.

3. FINDINGS AND DISCUSSIONS

Findings

Previous researchers conducted online tracking of secondary education educational backgrounds to determine the results of acquiring a second language for students of the Islamic Faculty of Economics and Business at IAIN Ponorogo. This is very important to make creating a landscape of research results easier. The educational background of the students of the Islamic Faculty of Economics and Business at IAIN Ponorogo in 2022/2023 as research respondents is as shown in Diagram 1.

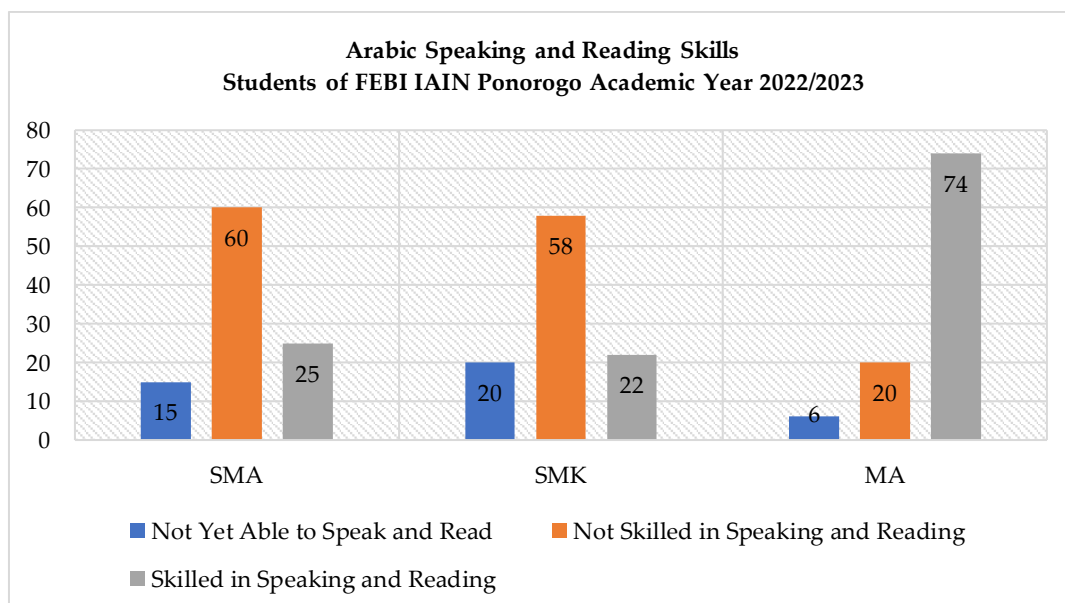
Diagram 1. Secondary Education Background of FEBI IAIN Ponorogo Students for Academic Year 2022/2023



In diagram 1 it is shown that of the 20 sample students who attended the Al-'Arabiyyah fī Dirāsah al-Mu'āmalāt course, 35% had a high school (SMA) educational background. Furthermore, with an educational background in Vocational High School (SMK) by 39%, and Madrasah Aliyah (MA) by 26%. Graduates from high school are, on average, majoring in science and social studies. Meanwhile, students who graduate from SMK are considered to have a variety of majors, such as accounting, office administration, multimedia, fashion design, catering, electrical engineering, and light vehicle engineering. This means that the input of students at the Islamic Faculty of Economics and Business, IAIN Ponorogo, for the 2022/2023 academic year, have varied secondary education backgrounds with almost the same percentages. This secondary educational background is one of the considerations for the success of acquiring a second language in attending Al-'Arabiyyah fī Dirāsah al-Mu'āmalāt lectures.

Regarding acquiring a second language in this study, the researcher identified 20 students' Arabic language skills by adjusting their secondary education background. The results of Arabic language skill data processing lead to Arabic speaking and reading skills. Thus reducing some of the student's ability to master Arabic vocabulary, spell Arabic letters, verbs, and nouns, understand the material being listened to, and read Arabic texts. This is shown in Figure 2.

Diagram 2. Arabic Speaking and Reading Skills Students of FEBI IAIN Ponorogo TA 2022/2023



In diagram 2, it is shown that of students with a high school secondary education background, 15% of students cannot speak and read Arabic texts, 60% are not skilled at speaking and reading, and 25% are skilled at speaking and reading. Then, for students with vocational education backgrounds, a percentage of 20% of students cannot speak and read Arabic texts, 58% are not skilled at speaking and reading, and 22% are skilled at speaking and reading. Meanwhile, students with an MA education background were found to be 6% unable to speak and read Arabic texts, 20% were not skilled at speaking and reading, and 74% were skilled at speaking and reading. This means that students with an MA education background are more skilled in speaking and reading Arabic texts by 74% of the total sample compared to students with a high school education background by 25% and SMK with 22% of the entire sample.

The data on students' Arabic speaking and reading skills, as shown in diagram 2, reduces the students' second language acquisition ability in the form of Arabic vocabulary mastery, mastery of the spelling of Arabic letters, verbs, and nouns; the ability to understand the material being listened to; and the ability to read Arabic texts. Researchers managed to identify some of the data as presented in table 1.

Table 1. Forms of Mastery of Arabic Vocabulary, Spelling Letters, Verbs, and Nouns

No	Pronunciation	Standard Vocabulary	Arabic-Indo transliteration	Meaning
1	<i>Ihtilāp</i>	اختلاف	<i>Ikhtilāf</i>	Opposition
2	<i>Jaromen</i>	جرمين	<i>Jaramaini</i>	Two grams
3	<i>Tasarruf</i>	تصرف	<i>Taşarruf</i>	Submission
4	<i>Āriyah</i>	عارة	<i>'Āriyah</i>	Borrow borrow
5	<i>Ta'dil Ajrah</i>	تعديل الأجرة	<i>Ta'dil al-Ujrah</i>	Prices are worth it
6	<i>Alā Siqah</i>	على ثقة	<i>'Alā Śiqah</i>	Trusted
7	<i>Garar</i>	غرار	<i>Gharar</i>	Have no certainty
8	<i>In Lam Yakun</i>	إن لم يكن	<i>illam yakun</i>	Although
9	<i>Yustahabu</i>	يستحب	<i>Yustahabbu</i>	Ordained
10	<i>Yastaiqido</i>	يستيقظ	<i>Yastaiqiẓa</i>	Get up

The form of mastering Arabic vocabulary, as shown in Table 1, is a form of students' ability to pronounce Arabic vowels and consonants. Some students still find it difficult to pronounce Arabic vowels and consonants because the characters of the letters between Arabic and Indonesian are still the same. Like the pronunciation of the vocabulary word "ihtilāp." Even though the correct pronunciation is "ikhtilāf." The similarity of character traits refers to pronouncing the letter "h" in Indonesian with the letter "kh" in Arabic. The letter "h" comes out of the throat cavity, while the letter "kh" comes out of the end of the throat. In pronouncing the sound of the letters, students are easier to pronounce "h" than "kh". Further, the pronunciation of the vocabulary word "jaromen" in standard Arabic reads "jaramain" with the character imālah or slanting sound of fatḥah. It is easier for students to pronounce "jaromen". Then, in pronouncing the vocabulary "taşarruf," pronounced with "tasarruf." These two vocabularies emphasize the pronunciation of the letter "s" in Indonesian and the letter "şād" in Arabic. Phonologically, the two letters come out from the tip of the tongue. However, it has a different vibe. The vibrations emitted for the "s" sound are subtle. Meanwhile, the vibrations emitted for the "şād" sound are thicker. Further on, the pronunciation of the vocabulary word "Āriyah" should be pronounced "'Āriyah" by emphasizing the letter "ain" that comes out of the end of the throat. However, students find it easier to pronounce "a" that comes out of the oral cavity. The pronunciation of the last vocabulary is "ta'dil ajrah," which should follow the morphological rules "*ta'dil al-ujrah*."

Furthermore, the noun form is marked by the pronunciation of the sound "Alā Siqah," which in Arabic phonology should be pronounced "'Alā Śiqah." Students replace the sound of the letter "ain" with the letter "a" and replace the letter "ş" in Arabic with the letter "s" in Indonesian. This is because it is

easier to say. Then the sound "Garar" should be pronounced "Gharar" using the letter "ghain" that comes out of the end of the throat. Then, pronounce the sound "in lam yakun," which should be pronounced "illam yakun," by removing the sound of the letter "nun." In the rules of Tajwid science, this sound is considered idghām Bila Ghunnah. However, students pronounce it by including the sound of the letter "nun." The form of the verb that is spoken next is the vocabulary word "Yustahabu," which in Arabic morphological rules should be "Yustahabbu." It seems that students pronounce one letter that is not correct, namely "h." The letter that should be pronounced is "ḥ," coming from the middle of the throat. The final form of the verb sound that the students pronounced was "Yastaiqido," which in morphological terms should have been pronounced "Yastaiqiḥa." The pronunciation of the sound indicates the sound error in this vocabulary, "do," which should have been pronounced "ḏa" with the source.

The next form of second language acquisition is the ability of students to understand the material being listened to and the ability to read Arabic texts. These two abilities are associated with sensory abilities. Several students experienced differences in their ability to understand the lecture material being listened to, likewise with the ability to read Arabic texts. The researcher succeeded in identifying four sentences in the Arabic structure. The structure pattern in question is morphology and syntax, as shown in table 2.

Table 2. Ability to Listen and Read Arabic Texts of Students

No	Pronunciation	Standard Vocabulary	Arabic-Indo transliteration	Meaning
1	<i>ngalā siqqah mīnal qiyāmi bihā</i>	على ثقة من القيام بما	<i>'alā siqqah min al-qiyām bihā</i>	Trust do it
2	<i>Min tharfin ilā akhar</i>	من طرف إلى آخر	<i>Min ṯarfin ilā akhar</i>	From another aspect
3	<i>Innamal wadī'tu ngīnda al-fuqahā' amanatun</i>	إنما الوديعة عند الفقهاء أمانة	<i>Innamā al-wadī'ah 'inda al-fuqahā' amanāh</i>	In fact, according to jurists, with is a mandate
4	<i>Mālun dā'un min mālikihi bisukūt au ghaflalatin</i>	مال ضاع من مالكه بسقوط أو غفلة	<i>Mālun dā'un min mālikihi bisuqūt au ghaflah</i>	Property that the owner wasted because it fell or forgot

As explained in Table 2, the researcher only found four sentences from how students read Arabic texts. Some students experienced differences in their ability to understand the lecture material they were listening to, which impacted their ability to read Arabic texts. As in the first sentence, "ngala siqqah". Then the second sentence, "Min tharfin,". In the first sentence structure, students read the letters jar with a "Javanese" accent, namely "ngala," and the absorption of the letter "si" in the word siqqah. These two phonemes are absent in Arabic phonetic terms. Then in the sentence "Min tharfin", students still attribute the sound of the letter "fa" to the sound of the letter "t" in Indonesian.

Absorption of the third sentence pattern is marked by the pronunciation of "Innamal wadī'tu ngīnda al-fuqahā' amanatun" which should be read "Innama al-wadī'ah 'inda al-fuqahā' amanāh". However, the visible form of pronunciation is that students still use the phoneme "ngi" to explain the vibration of the letter "ain" in Arabic. Then pronounce the sentence "Mālun dā'un min mālikihi bisukūt au ghaflalatin," which should read "Mālun dā'un min mālikihi bisuqūt au ghaflah." The form of sound errors in this pronunciation is to attribute the Arabic letter "qaf" to the letter "k" in Indonesian. Researchers found this based on direct observations made when learning Arabic took place.

Discussion

Using two models of learning Arabic (hybrid and receptive) at the Islamic Faculty of Economics and Business, IAIN Ponorogo, indirectly impacts acquiring students' Arabic, as mentioned that students are 18 to 20 years old. At that age, human language skills must align with adult language skills (Grosjean

& Li, 2013). However, I found the uniqueness of acquiring Arabic for these students. The factor implementation of hybrid and receptive learning models turned out to be the main pioneers in the acquisition of Arabic, including mastery of Arabic vocabulary; mastery of the spelling of Arabic letters, verbs, and nouns; the ability to understand the material being listened to; and the ability to read Arabic texts.

Table 1 explains that students' mastery of Arabic vocabulary, spelling, verbs, and nouns still needs to be improved. This can be seen in the sentence structure's pronunciation errors of verbs and nouns. Students are producing, understanding, and unconsciously conveying the words used. According to (Krashen & (Oxford), 1981), this language awareness process is the main acquisition form. Where humans speak receptive language skills less (Haynes, 2007). Students have a maximum of 500 words. Even the vocabulary that is read could be better, and there are still pronunciation errors in language sounds. The background is education before they enter the university because they still need to be trained to speak and read Arabic texts. However, this thesis is tentative and not absolute (Alzouebi et al., 2020).

Same as the explanation in table 2. The ability of students to listen and read Arabic texts in the form of perfect sentences still needs improvement. The sensory function of language which is not clear, starting from the formation of language structures, the pronunciation of verb sounds, nouns, and particles in perfect sentences, is a conscious effort for human language (Krashen & Pergamon Institute of English (New York, 1982; Slabakova, 2013). The entry of students in the pre-production language acquisition phase characterizes this. Students need to learn more Arabic vocabulary even though they have entered adulthood. Students have not mastered Arabic vocabulary because of previous educational, social, and environmental backgrounds. So when they start learning a foreign language (Arabic), they are still in the pre-production phase, where they have not mastered much foreign vocabulary.

Research (Slabakova, 2013) mentions that the acquisition of a second language for children is almost the same as for adults acquisition of a second language, especially for adults who need to become more familiar with foreign language terms. Then research (Dąbrowska et al., 2020) says much literature shows that adult students are different from children. They often fail to acquire native-like competence in a second language due to the effects of age. However, Dąbrowska & Street (2006) challenge the widely held assumption in linguistic systems that all normal speakers master the basic constructs of their language. He said that language proficiency with a certain structure depends on the linguistic experience of each speaker.

The acquisition of a second language (Arabic) for students of the Islamic Faculty of Economics and Business at IAIN Ponorogo can be considered imperfect. They enter the pre-production phase because they still only have a little vocabulary. They entered on a pre-production basis because they had an educational background before they entered college, environmental and social. So, receptive skills in reading the Arabic book "Arabic for Economics" have not been fully mastered. This indicates that acquiring a second language for adults is almost the same or more difficult than for children. But not completely. Several related studies say that acquiring a second language in adults is faster due to educational factors and continuous stimulus and response.

4. CONCLUSION

The acquisition of a second language by students of the Islamic Faculty of Economics and Business at IAIN Ponorogo in attending "Arabic for Economics" courses tends to differ from one another. They enter the pre-production language acquisition phase in the sense of not mastering a lot of foreign vocabulary (mufradat). This is due to the educational background taken before they entered university. Another influencing factor is the environment in which students live. So, receptive ability characterized

by mastery of vocabulary, spelling letters, verbs and nouns, and reading Arabic texts can be considered imperfect. On the other hand, learning that is carried out using the hybrid method has been very helpful, especially in the current era, so that learning is not only monotonous in face-to-face classes but also varies with the use of existing technology to take advantage of online learning.

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