# Communicative Approach in Psycholinguistic Analysis in Arabic Learning

Uswatun Mahmudah[1*], Triyana[2]

Corresponding author. Email: uswatunmahmudah98@gmail.com

1st, 2nd UIN Sunan Kalijaga, Jl. Laksda Adisucipto, Depok, Sleman Regency, Spesial region of Yogyakarta

## Abstract

This psycholinguistic study has two characters, namely psycho and linguistic which discusses the behavior of children in language. The research uses a literature study method that comes from relevant literature sources. The results of the study focused on the application of learning Arabic through a communicative approach without eliminating the psycholinguistic system. In both formal and informal learning processes, the psycholinguistic process works to acquire language knowledge through learning. So that this interdisciplinary can lead educators to understand the processes that occur within each student that is faced when they try to understand and provide understanding. Materials in language learning are presented in class. The objectives of this study include students being able to understand Arabic easily, especially in a communicative approach to the ability to speak Arabic both as a whole and students being able to understand theories from psycholinguistic experts in Arabic learning, then linked with a communicative approach with the aim that students are able to communicate properly and appropriately using Arabic.

**Keywords:** arabic learning, communicative approach, and psycholinguistic theory.

## 1. Introduction

Arabic is the oldest language in the world and it is very interesting to analyze and study, especially those related to linguistic context. Both of these disciplines, both Arabic and linguistic concepts, are very important to learn. The development of the Arabic language then spread to various countries, especially Indonesia, where the majority of the people are Muslim. The problem of reference sources is one of the difficulties encountered in learning Arabic.

In Indonesia, Arabic is the second language and learning Arabic has been established as a compulsory subject for Islamic schools under the auspices of the Ministry of Religion of the Republic of Indonesia. The material studied is still related to the application and development of linguistic theory (Ismail 2013). This is understandable, considering the many differences that can be seen from aspects of syntax, morphology, semantics, phonology or the vocabulary system of the language. Arabic language development also requires valid concepts with various disciplines. Then after this theory is obtained, it is developed through approaches and techniques that make Arabic language learning more optimal (Gani and Arsyad 2018).

This means that the approach to learning also requires adequate facilities or competent teachers in the field of understanding student situations, the authors found the right theory in providing understanding to children to speak properly and correctly, namely psycholinguistic theory. Psycholinguistic studies direct the teacher to focus on understanding the circumstances and abilities of each student, then the teacher adjusts the level of ability with the material to be studied (Sarjani et al. 2021).

Psycholinguistics is the study of behavior in language, both visible behavior and invisible behavior (psycholinguistics which discusses the human brain and language), namely humans who speak with human behavior and reason in the acquired language skills. The language process can be obtained by producing utterances that start from sentences (Natsir 2017).

Departing from this, it is necessary to develop linguistic theory as an object of scientific study, this discipline is related to Arabic language activities. Linguistics has a cognitive role for people who want to learn Arabic. Therefore, it has something to do with language learning, so it is necessary to complement interdisciplinary studies, namely linguistics and

psychology which are commonly called psycholinguistics. Mastery of linguistic aspects and psychological aspects and then associated with language learning will make it easier and faster for students to be more communicative, so not only understand theoretically but understand in application. Departing from here, the teacher can understand the psychology of students in mastering the Arabic language (Hasan 2018).

Since 1970 views have emerged regarding the ability to speak and write, in language learning a new innovation has emerged, namely the communicative approach (Muradi 2014). The assumption of learning in the communicative approach is learning to communicate. Language learning is directed at improving students' ability to interact both orally and in writing. Language as a communication material is used in various variations and is presented according to the existing context. Not only in the form of sentences but also in realizing language teaching and learning activities according to the task and function of communicating (Wati 2022).

The author will explain about psycholinguistic Arabic learning through a communicative approach so that the data studied focus on speaking skills so that students can understand their language and psychological abilities in depth.

## 2. Research Methods

Departing from the problem to be studied, the author uses a descriptive qualitative research with the research method used, namely literature review. To maximize the collection of data, facts, and information related to this research, the authors collect data from several research sources such as journal articles, the internet, or manuscripts related to the literature. So that the data that has been collected and complete then the authors examine and analyze more deeply related to the communicative approach in psycholinguistic analysis in Arabic learning (Sugiyono 2008).

During the literature review, the authors found several aspects of the approach to psycholinguistics through methods in learning Arabic, namely the ability to speak Arabic directly, the ability to dialogue using Arabic, and the scientific method. The variable in this study is Arabic language learning which is literary so it is not standard. The data obtained were analyzed in depth so that the data obtained were then poured into sub-chapters so that they answered the research formulation (Mestika 2004).

## 3. Results and Discussion

The application of a communicative approach to learning Arabic based on psycholinguistic analysis. Many ways are offered to make learning Arabic a success, in this case the author offers three methods of a communicative approach that are easy and effective to implement, namely: first, tariqoh mubasyaroh (direct method), second hiwar, and third scientific method.

According to Ahmad Fuad Effendy, the purpose of the tariqoh mubasyaroh (direct) method is to achieve the target language (Arabic) orally and be able to communicate well, the content of Arabic learning materials in the form of vocabulary and conversation clearly and can make it easier for students to understand and memorize, the rules - the language rules taught from vocabulary examples are then concluded, concrete words are displayed in demonstrations, direct object demonstrations, and pictures, oral skills are also trained appropriately through a planned question and answer system in varied interaction patterns, speaking and listening skills both are trained, the teacher and students are both active, the teacher provides a stimulus in the form of demonstrations, demonstrations of objects, displaying pictures then students respond by imitating, answering, and demonstrating, and the determination of pronunciation and grammar is emphasized.

The hiwar method has characteristics in a communicative approach, the characteristics of this method are to train themselves in speaking Arabic fluently, emphasizing two-way interaction and communication, between mutakallim and mukhattab, students are trained first with istima' then students speak repeatedly what they have heard then demonstrated, this conversation exercise is determined by topics related to everyday life, the rules of the Arabic language are taught through a communicative approach, the material is delivered in accordance with the abilities and development of students, and educators should use them during teaching and learning activities.

The scientific method is almost the same as the toriqoh mubasyaroh method, but in this method the educator presents the subject matter directly in Arabic without being translated at all, except in certain cases. The characteristics of the scientific method are learning Arabic systematically starting from listening, conversation, reading, then writing, the lessons that have been presented start from introducing syllables then objects in class, at home, outside the classroom and even getting to know a country, abilities and skills. Fluency in reading and speaking is highly prioritized in this method, so nahwu lessons are not paid attention to (M.Husni Arsyad 2019).

### 3.1. The Role of Psycholinguistics

The term "psycholinguistics" is the meaning of "psychology" and "linguistics". In general, psychological theory is a study of human behavior through thought processes before the stimulus or response occurs and also analyzes human behavior

in regulating thought patterns, the aim is to understand, explain and develop human behavior (Tarigan 1984). According to Bruno, science has 3 interrelated parts, namely the science of the spirit, the science of mental life, and the science of behavior (Ismail 2013).

Psycholinguistics emphasizes that human behavior is physical, namely in the psychomotor and spiritual domains, namely the cognitive and affective domains. Psychomotor behaviors such as talking, sitting, walking, and reading. While cognitive and affective behavior such as thinking, believing, and feeling. Psychology covers a very broad scope in human life (Ismail 2013). Chaer argues that psycholinguistics is explaining the nature of the structure of language. How the structure is obtained and when is the right time to understand the sentences in the regulation.

According to Samsunuwiyati, psycholinguistics has 3 parts, namely: a) general psycholinguistics, how to acquire language for adults and develop it properly, b) developmental psycholinguistics, language acquisition in children and adults through psychology. This acquisition can be obtained in the family and school environment which is usually called the first language (mother tongue) or second language (target language), c) applied psycholinguistics is the application of psycholinguistic theory in everyday life for both children and adults (Hasan 2018).

Psycholinguistics covers theory from theoretical tools to empirical tools, both psychology and linguistics to analyze the mental underlying the acquisition and incorporation of language. While linguistics is a science that is studied quite broadly because language and context play an important role in the scope of linguistics so that language appears with a distinctive and unique structure. Psycholinguistics emerged and developed not far from the development of linguistic studies (Setiadi, n.d.). Departing from the various understandings above, the author can conclude that psycholinguistics is a theory that examines human behavior both visible and invisible, in the process psycholinguistics passes through human thought patterns systematically.

### 3.2. Understanding between Language, Thinking, and Culture

Language is a way of interacting through concepts or ideas that have been arranged in a good grammatical form (Setiadi, n.d.). According to Abdul Chaer, in communicating, make a simantic encode and a grammatical encode first and then make a phonological encode into the speaker's brain. Furthermore, the concept of arrangement through phonological, grammatical, and semantic decoding of the listener that occurs in his brain. Departing from here, language can be said to convey the mindset or feelings of the listener regarding all aspects he faces in cultural life. So it can be seen that these three aspects are interconnected in human life. Culture is an aspect that directly bridges human interaction in society. While the language of a system that functions as a means of ongoing interaction (Setiadi, n.d.).

Communication and communication activities are important in human life, language is present as an intermediary for individual communication activities with other individuals. Language is able to convey and understand one's intentions to other individuals. Language is present as a breaker from the root of the discussion, therefore language is obtained directly through the structure of the human body so that it can acquire, understand, and use the language (Tamaji 2019).

The process of communicating occurs by generating and understanding speech. Psycholiguistics also studies the mental approach that occurs in a person in using language. The most important function of language in a person is communication. Communication is an activity of speaking and listening. According to Safir and Whorf, there are two linkages between language and thought, namely a) the linguistic reality hypothesis is that there are differences in the structure of language in general with non-language cognitive differences. This language difference causes differences in the minds of people who use the language and b) linguistic determenism is a structure that affects individuals by using perception and reason.

Language development is also influenced by one's habits in using language, both from grammar and lexicon. According to Whorf that grammar and lexicon are the determinants of language, it is concluded that human view of the world can be shaped by language so that by speaking they have different views in assuming (Rifa 2021).

### 3.3. Learning Theory in Psychology

In general, learning can be interpreted as a process of providing training or experience to a person or group of people so that changes in behavior are relatively permanent in people. Learning can be carried out by a structured formal institution or incidental institution. If this learning is carried out in a structured formal institution, this learning can be done to obtain a new pattern of behavior after following the habituation. If learning is carried out incidentally, it is usually called training which is also carried out in obtaining a new pattern of behavior even though the quality is not as high as in structured formal institutions (Fahmi et al. 2020).

Learning theory has developed since the 20th century which gives rise to interrelated and contradictory. This theory is divided into 2, firstly on the Stimulus-Response theory of behaviorism psychology and secondly, focusing on the psychological theory of cognitivism. These two theories have differences, similarities and complement each other in various aspects regarding learning in psychology.

Stimulus-response theory holds that behavior, including language behavior, begins with a stimulus (stimulus, action) that immediately causes a response (action, motion). The author takes one of these stimulus-response theories, namely Watson's theory of behaviorism, namely making predictions and controlling behavior, and has nothing to do with consciousness. What Watson directly examines are visible objects, namely the presence of a stimulus and motion (response).

Second, cognitive theory, examines how perception affects behavior and how experience affects perception. That way, cognitive theory tries to analyze the reasoning or mental processes that apply at the time learning takes place.

The author takes one of the theories of purposive behaviorism from Tolman which emphasizes the concept of cognition into the system and looks at behavior as a whole. In studying this theory, Tolman emphasizes that a person's behavior is good, so first understand the goals that the person wants to achieve. So, the main and necessary elements in the theory of purposive behavior are stimulation, cognition, cognitive maps, goals, and then the response. Cognition here is the process of reason and mental to obtain, store, acquire, and change knowledge. This knowledge is the result of the perception of any event that is seen by our five senses (Chaer 2011).

### 3.4. Learning Arabic

During the Middle Ages, Arabic was the main cultural tool. European languages also borrow a lot of vocabulary from Arabic. Arabic is able to attract millions of people around the world to learn it, because some of the past terms derived from Arabic have also been taught in Indonesian Islamic boarding schools, various international universities from several international secondary schools have taught Arabic (Iswanto 2017).

Learning can be interpreted as the process, method, and act of making people or living things learn. Learning language skills should begin with mastering the language system that is applied in everyday life. First, the thing that is prioritized to improve language skills is listening and speaking then reading and writing. Second, language is a system of habituation, learning Arabic is accustomed through habituation in speaking Arabic. Third, learning a foreign language must be trained according to ability, multiplying vocabulary that is appropriate and needed in everyday life. Fourth, Arabic is an active language, a person who will learn (fomula) must be equipped with formal (fushah) and non-formal (amiyah) languages. Fifth, the language of the speakers is different. Pronunciation and word structure differ between mother tongue and foreign language. Therefore, foreign language learning must be spoken repeatedly so as not to be influenced by the mother tongue (Muradi 2014).

Functions related to learning theory include: a) learning will be easier when language learners find their own way rather than repetition and memorization that is not accompanied by an understanding of what they are learning, b) learning involves unconscious functions, as well as involving conscious functions, c) norms in society often hinder the learning process, d) language learning will take place if language learners feel comfortable and safe, and e) language learning is a habit-forming process (Aziz fahrurrozi 2014)

Bisri Mustofa and Abdul Hamid said that the purpose of learning Arabic from an educator's perspective is to make Arabic easy for students to master. Meanwhile, for students, the goal is to master the Arabic language. On another occasion they said that in general the motivation and encouragement to study Arabic in Indonesia is for religious purposes, namely to study and deepen Islamic teachings and Arabic-language sources (Iswanto 2017).

### 3.5. Communicative Approach to Arabic Learning

Epistemologically, approach is part of the word "close" which means approaching. This approach can be seen in terms of someone in looking at the problem. A communicative approach that focuses on language learning can be in the form of mastering language skills rather than mastering language structures. The competence of this communicative approach is the ability to apply the grammatical rules of a language in forming sentences (Rifa 2021).

The communicative approach is based on language theory and learning psychology which aims to achieve factual communication, namely students who can use the foreign language being studied as a communication tool. With this, this communication approach aims to make students have the competence to communicate using the language they learn in various social situations. Because the nature of the teaching goal in the communicative approach is to communicate, the language skills developed are the ability to communicate (Muradi 2014).

The author concludes that learning Arabic must be possessed by learners, namely being able to understand the structure and words spoken in Arabic, able to spontaneously pronounce and use Arabic expressions to respond to messages appropriately, and be able to express expressions or desires without having to be continuously stimulated by the teacher. .

There needs to be aspects of a communicative approach to language teaching, the author takes one of the experts, namely in his book Azies and Chaedar, it is explained that there are 3 aspects of a communicative approach, namely: a) meaningfulness, the meaning of communication that has been presented and in accordance with the context as a form of language structure Arabic, b) conventional communication, the ultimate goal of learning in understanding a language is by mastering the syntax and vocabulary of native speakers of the language in the sense of a communicative approach, namely the ability to speak, c) interactional communication, where interactions in communication involve speakers and listeners who function build warm relationships among community members.

## 4. Conclusion

Based on the explanation above, the writer concludes, firstly, this psycholinguistic study is very necessary in society, because it discusses the behavioral process in using a good language, these two Arabic language learning is very necessary in the target language so that it is associated with psycholinguistics it can provide an understanding Gradually in achieving a goal in Arabic learning, these three communicative approaches are also very effective in the process of Arabic learning activities. Each of these characteristics is divided through a communicative approach, the goal is to make it easier for students to find and explore their ability to speak Arabic optimally.

## References

[1] Aziz fahrurrozi. 2014. "Pembelajaran Bahasa Arab Problematika Dan Solusinya." Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaraban 1 (2).

[2] Chaer, Abdul. 2011. "Psikolinguistik Kajian Teoritik." In . Jakarta: Rineka Cipta.

[3] Fahmi, Ahmad Nur, Pascasarjana Teknologi Pendidikan, Universitas Negeri, Sebelas Maret, Sparkol Videoscribe, Article Info, and Sparkol Videoscribe. 2020. "Proses Pembelajaran Informal Anggota Koperasi Mahasiswa Dalam Menumbuhkan Jiwa Wirausaha." 2 17 (03): 229–38.

[4] Gani, Saida, and Berti Arsyad. 2018. "Kajian Teoritis Struktur Internal Bahasa (Fonologi, Morfologi, Sintaksis, Dan Semantik)." `A Jamiy : Jurnal Bahasa Dan Sastra Arab 7 (1): 1. https://doi.org/10.31314/ajamiy.7.1.1-20.2018.

[5] Hasan. 2018. "Psikolinguistik: Urgensi Dan Manfaatnya Pada Program Studi Pendidikan Bahasa Arab." Jurnal Al Mi'yar 1 (2): 1–18.

[6] Ismail, Mochamad. 2013. "Peranan Psikolinguistik Dalam Pembelajaran Bahasa Arab." At-Ta'dib 8 (2). https://doi.org/10.21111/at-tadib.v8i2.508.

[7] Iswanto, Rahmat. 2017. "Pembelajaran Bahasa Arab Dengan Pemanfaatan Teknologi." Arabiyatuna : Jurnal Bahasa Arab 1 (2): 139–52. http://journal.iaincurup.ac.id/index.php/ARABIYATUNA/article/view/286.

[8] M.Husni Arsyad. 2019. "Metode-Metode Pembelajaran Bahasa Arab Berdasarkan Pendekatan Komunikatif Untuk Meningkatkan Kecakapan Berbahasa." Shaut Al Arabiyyah 7 (1): 13–30. https://doi.org/10.24252/saa.v1i1.8269.

[9] Mestika, Zed. 2004. "Metode Penelitian Kepustakaan." In , 1st ed., 22. Jakarta: Yayasan Obor Indonesia.

[10] Muradi, Ahmad. 2014. "Pendekatan Komunikatif Dalam Pembelajaran Bahasa Arab." Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban 1 (1): 29–48. https://doi.org/10.24090/insania.v13i2.295.

[11] Natsir, Nurasia. 2017. "Hubungan Psikolinguistik Dalam Pemerolehan Dan Pembelajaran Bahasa." Jurnal Retorika 10 (1): 20–29.

[12] Rifa, Ahmad. 2021. "Kajian Filosofi Pendekatan Komunikatif Dalam Pembelajaran Bahasa Arab." Jurnal Pendidikan Dan Pemikiran 1 (1 November): 60–74.

[13] Sarjani, Andi Irma, Edi Saputro, D. Nurfajrin Ningsih, Herlina Sunarti, and Yessy Harun. 2021. "Pendekatan Psikolinguistik Dan Faktor Psikologis Terhadap Pola Interaksi Dalam Pembelajaran Bahasa." Jurnal Taiyou 2 (1): 15–38.

[14] Setiadi, Fadlan Masykura. n.d. "Pendekatan Psikolinguistik Bahasa Arab Di Indonesia." Ihya Al Arabiyah: Jurnal Pendidikan Bahasa Dan Sastra Arab Pendekatan, 57–68.

[15] Sugiyono. 2008. "Metode Penelitian Kuantitatif, Kalitatif, Dan R&D." In , 329. Bandung: Alfabeta.

[16] Tamaji, Sampiril Taurus. 2019. "Bahasa, Pikiran, Budaya, Dan Pendekatan Komunikatif Bahasa Arab." DAR EL-ILMI : Jurnal Studi Keagamaan, Pendidikan Dan Humaniora 6 (1): 59–78. http://e-jurnal.unisda.ac.id/index.php/dar/article/view/1468.

[17] Tarigan, Henry Guntur. 1984. "Psikolinguistik Sebagai Disiplin Psikologi." PT. Angkasa, 333.

[18] Wati. 2022. "Meningkatkan Kemampuan Bahasa Lisan Anak Pada Siswa Kelas V Melalui Metode Pembelajaran Ekspositori MI Hidayatul Mubtadiin Pakel." Jurnal Terapan Pendidikan Dasar Dan Menengah 2 (2): 353–69.