



Teaching Sound of Arabic and It Implementation in Mahārah Kalām

Nailin Najihah*

UIN Sunan Kalijaja, Yogyakarta, Indonesia

nailinnajihah2@gmail.com

Tulus Musthofa*

UIN Sunan Kalijaja, Yogyakarta, Indonesia

tulus.musthofa@uin-suka.ac.id

Nasiruddin*

UIN Sunan Kalijaja, Yogyakarta, Indonesia

nasircahaya03@gmail.com

Faiqotussana*

UIN Sunan Kalijaja, Yogyakarta, Indonesia

faiqotussana@gmail.com

Nada Nabilah Syafiqoh*

UIN Sunan Kalijaja, Yogyakarta, Indonesia

nadaaa192@gmail.com

Abstract

Teaching sounds cannot be removed from second language learning. Learning sounds are very important because the original speaker will not understand what is said by foreign speakers if the sound of the language is not right so this paper aims to increase the treasures of the importance of teaching language sounds and their implementation in the Mahārah Kalām. This research is a research library research with a descriptive qualitative approach. Primary data is taken from books and journals about Aswat Science As for secondary data obtained by researchers from sources that support this study, analyzed based on content analysis techniques. The result is to teach the sound of language it is necessary to do continuous practice can be said well starting from the sound of phonemes, syllables, words, and sentences. Teaching the sound of the language can be

implemented directly in the learning of Mahārah Kalām with the teacher as the main figure who gives an example and then the student imitates it. From imitating and repeating this they will get used to and understand the patterns in the sound.

Keywords: Sound, the teaching of sound, mahārah Kalām

ملخص

تعليم الأصوات جزء لا يتجزأ من تعليم اللغة الثانية. إنه ضروري لأن الناطقين بالعربية لن يفهموا ما نطق بها الأجانب إذا كانت أصواتهم غير صحيحة. فلذلك يهدف هذا البحث إلى كشف المعلومات المهمة حول أهمية تعليم أصوات اللغة العربية وتطبيقه في مهارة الكلام. يقوم هذا البحث على نظام بحث مكتبي تحت ضوء المنهج النوعي الوصفي. والبيانات الأولية استفادها الباحثون مأخوذة من الكتب والدوريات حول علم الأصوات. أما البيانات الثانوية مأخوذة من مصادر تدعم هذا البحث. وقد استخدموا منهج تحليل المحتوى تحليلاً للبيانات المجموعة. ومن النتائج التي حصل عليها الباحثون في البحث عن هذه القضية هي: أولاً، إن المدرس بحاجة إلى تدريب الدارس أصوات اللغة العربية تدريجياً مستمراً بدءاً من تدريب الفونيم ثم المقطع والكلمة والجملة على التوالي. ثانياً، يصلح للمعلم أن ينفذ تعليم الأصوات في آن واحد مع تعليم مهارة الكلام حيث يكون المدرس قدوة الذي يقتدي به الدارسون. فبتقليدهم وتكريرهم يتعودون بأنماط أصوات العربية ويفهمون بها.

الكلمة الرئيسية: الأصوات، تعليم الأصوات، مهارة الكلام

Abstrak

Pengajaran bunyi tidak dapat dipisahkan dari pembelajaran bahasa kedua. Pengajaran bunyi sangat penting. Karena penutur asli tidak akan mengerti apa yang diucapkan oleh penutur asing jika bunyi bahasanya tidak tepat. Maka dari itu tulisan ini bertujuan untuk menambah khazanah pentingnya mengajarkan bunyi bahasa dan implementasinya dalam *Mahārah Kalām*. Penelitian ini merupakan penelitian kepustakaan dengan pendekatan deskriptif kualitatif. Data primer diambil dari buku dan artikel jurnal tentang Ilmu Aswat Adapun data sekunder yang diperoleh peneliti dari sumber-sumber yang mendukung penelitian ini, dianalisis berdasarkan teknik analisis isi. Hasilnya adalah untuk mengajarkan bunyi bahasa perlu dilakukan latihan terus menerus agar dapat diucapkan dengan baik mulai dari bunyi fonem, suku kata, kata, dan kalimat. Pengajaran bunyi bahasa dapat diimplementasikan secara langsung dalam pembelajaran *Mahārah Kalām* dengan guru sebagai tokoh utama yang memberikan contoh kemudian ditiru oleh siswa. Dari meniru dan mengulang ini mereka akan terbiasa dan memahami pola-pola dalam bunyi tersebut.

Kata kunci: bunyi, pengajaran bunyi, *mahārah kalām*

A. Introduction

Humans are social creatures. To convey their intentions and needs, humans use language as a means of communication. Thus language is also an oral communication tool that has elements of sound, vocabulary, and rules. Sound is one of the most important elements of language that can symbolize language (Mulyaningsih, 2014). This is because sounds can form words, sentences, and even paragraphs. This sound can visit the meaning. So that if wrong the pronunciation will have implications for the understanding of our interlocutors. Therefore the most important usuuserat must be considered in learning the second language before learning the preparation of words is the element of sound.

In speaking, humans use language where the language is released through the speech organs, namely the mouth using intonation, emphasis, pauses, and tones. Therefore, language learners must understand how to tell the soundwellll bby themakhraj, nature, pressure, and intonation. Because this will all have implications for one's language skills, both istima ', Kalām, qiro'ah or chitabah. Therefore the teacher must be able to teach the most important elements in teaching this language to their students.

For non-native Arabic speakers, mufrodat's rewards, language rules, and the preparation of a sentence cannot be used as a benchmark for success in learning a second language. Because not necessarily he can say these sentences correctly. As has been emphasized by Nuril Mufidah that many LLiteraturementioned that studying and studying Aswat must take precedence before studying and studying other components and language skills (Mufidah & Zainudin, 2018). Therefore the teaching of this sound cannot be removed from the second language learning.

In this paper, researchers want to explain the urgency of learning Arabic Arabic sounds for foreign speakers and the steps to apply it in the Kalām mahārah. This is considered important because the most important element in speaking is to say the sound of language properly and correctly. With this paper, the researcher aims to increase scientific treasures about the importance of teaching language sounds and its implementation in the Kalām kalah. With the hope of the teacher can use it as a guide in the teaching of the sound implemented in the Kalām mahārah.

B. Method

In writing, researchers use the research method of library research with a descriptive qualitative approach. Primary data is taken from books and journals about Aswat Science As for seary data obtained by researchers from sources that support this study are then analyzed based on content analysis techniques.

C. Results and Discussion

Every non-native speaker must have experienced difficulties in learning foreign languages. Without exception Arabic learners from nno-native speakers. Their most found problems are in the pronunciation of Arabic letters and intonation. Difficulties in the pronunciation of these letters sometimes arise because there are several letters that he did not meet in his mother's language or even the sound was suspected to be the same as the letters in his mother's language, even though the relations of the two letters were different from each other.

If we look at the process of obtaining a child's language, the first time they only hear. Over time they began to imitate what they heard from their environment (Batubara, 2021)(Suardi, R, & Asri, 2019). Therefore what they heard for the first time is important. Because it can affect the truth and error of the child's pronunciation. Whereas in Arabic, errors in the pronunciation of letters can be fatal because it can change the meaning of a word or sentence. Thus Muhammad Syaiful insisted on the expression of Hamid who argued that the basic abilities of Arabic phonology were indeed preceded by the mastery of students to the pronunciation of letters correctly in accorbyakhraj(Bahri, 2019).

About difficulties in learning foreign languages, especially in its pronunciation. Lado expressed that linguistic phenomena that are identical to the tot language will facilitate the learning process, while different will make a barrier in understanding foreign languages(Andrian Permata, 2015). So we can conclude that teaching phonetics or sounds that exist in the mother tongue will make it easier for learners to understand the language.

To find out in detail the study of this learning learning, the things below will be explained in detail:

1. Phonology

a. Definition of language sound

Sound in Arabic is Shaun, in the KBBI dictionary sound means something that is heard or captured by the ear (sound, n.d.). Whereas the language in KBBI means an arbitrary sound symbol system, which is used by members of the community to work together, interact, and identify themselves ("Bahasa," n.d.).

Based on the sound definition presented by Dr. Abdul Wahab Rasyidi Sound is a reaction to the vibrational phenomena of the body that are transmitted in the media material and felt by the senses of the listener. Meanwhile, according to Ibn Jinni Sound is a movement process that produces acoustic effects. Thus the sound can be said to be a process of movement in the organs that cause vibrations and then produce acoustic.

Language according to Mario Pei as quoted by Abdul Rahman that language is a communication system using sounds, for example through speech tools, between humans from one community or certain social groups that use symbols (Jafar, 2011). Meanwhile, according to the Masyhur Arabic linguist named Ibn Jinni quoted by Abdul Rohman Language is the sounds spoken by every community to convey their intentions (Rohman, 2022). From the two definitions, it can be concluded that language is a sound spoken by a particular social group as a communication system through speech tools.

From exposure to the definition of sound and language above it can be seen that the sound of language is a process of movement of organs saying and producing acoustic which is used as a communication system for certain groups. Thus sound and language are an inseparable unit, sound is an element of the language. However, the sound which is a language is only the result of human speech tools and can be understood. With this it can also be said that the sound of language is a speech sound.

The sound of this utterance is one of the studies in micro linguistics called phonology. The term, phonology in Arabic is called Ilmu Aswat.

b. Definition of Phonology

Phonology is the arrangement of two bound words, namely science and Aswat. In terminology, science comes from Arabic which means knowledge that is then absorbed into Indonesian. While Aswat means sounds. Thus the terminology of Aswat science is the science of sound.

Broad knowledge is defined by Liang Gie as a series of study activities that seek an explanation of a method for obtaining an empirical breakdown of the world in varioll and systematic knowledge that explains the various symptoms you want to understand (Sumarna, 2007). Arthur Thomson defines it as the painting of facts, complete and consistent experience even in the realization of a very simple term (Loren, 1996). Whereas Minto Rahayu defines science as knowledge that has been arranged systematically and is generally applied. With some definitions of science according to experts can define that science is knowlthe edge that explains various symptoms and is arranged systematically to be understood and generally accepted.

As for Aswat or Shaut as described in part A is the process of movement in the organs that cause vibrations and then produce acoustic. Thus it can be seen that the science of Aswat is the science that discusses and analyzes the sounds of language ranging from the formation, the transfer, and acceptance. The study is about the formation of language sounds to form utterances that have meaning and are delivered to the other person through language. Thus in broad outline, which is discussed with this phonology is not only limited to the sound function but also includes the meaning contained in a sound.

According to the Aswat,the science hierarchy can be divided into two namely phonetics and phonemics.

1) Phonetic

Phonetics is one branch of linguistic science that examines the sound of language by not caring about the role of sounds that influence with the destination. Studies in phonetics can be divided into three types in terms of the process of a sound, among others, namely (Mufidah & Zainudin, 2018) :

- a) Articulate phonetics. What is used as a study in articulatory phonetics is the technique of language sound income by human speech organs and the grouping of these sounds.
- b) Acoustic phonetic. This type of phonetic examines the sound aspects, namely vibration, amplitude, intensity, and time.
- c) Auditoric phonetic. This auditor phonetic is a phonetic branch that examines the way of receiving language sounds by the sense of the listener (Senen, 2017).

Of the three types of phonetics above that have a close relationship with the domain of linguistics are articulatory phonetics. This is due to the physical articulatory examining the technique of production of language sounds by someone. Whereas the acoustic-phonetic examines the physical and physical characteristics of sounds, and auditories are more inclined to health sciences.

2) Phonemic

Phonemic is a branch of phonology that examines the sound of language by paying attention to the function of the sound of language as a differentiator (Senen, 2017).

c. Arabic sound division

Language sound is a sound that has a role in determining the meaning of a word. This term is known as a phoneme. A phoneme is the smallest language unit that can distinguish one word from another (Masfufah, 2018). The phonemes are called segmental phonemes, and suprasegmental phonemes.

1) Segmental phoneme

Segmental phoneme is a phoneme that can be segmented or divided that determines the meaning of a word (Khitam, 2014). Based on the type of suprasegmental phonemes are divided into two, namely consonants and vocals (Al Adil, 2017).

If we look at Arabic itself composed of several phonemes where this phoneme will produce words. Example: فَعَلَ This sentence is composed of Fa'-Fathah, 'Ain-Fathah, and Lam-Fatihah. The FA 'will not be sounded as a FA if not juxtaposed with Fathah and so on. That's the connection between one phoneme to another. According to Sibawaih Arabic linguist experts, Arabic consonant sounds number 29 including Alif. But in Arabic Fusha there are 28 sounds without including alif, there are:

ء-ب-ت-ث-ج-ح-خ-د-ذ-ر-ز-س-ش-ص-ض-ط-ظ-ع-غ-ف-ق-ك-ل-م-ن-و-ه-ي

The vocal phonemes in Arabic according to the ulama 'nahwu Arabic are referred to as harakat, namely: Fathah, Dhumma, Kasroh, Mad, and Layyin letters (Alif, ya', waw)(Amrulloh, 2016).

2) Fonem Suprasegmental

Fonem suprasegmental adalah unsur yang menyertai fonem dan mempengaruhinya. Fonem ini tidak memiliki posisi dalam struktu bunyi bahasa akan tetapi muncul bersama-sama dengan fonem segmental (Septiyowati, Ahmad, & Sumarti, 2019). As stated by Ukasyah the study in this suprasegmental phone is what is behind the pronunciation that includes variations in its pronunciation. This means that what determines the meaning of a word is the pronunciation of the word or sentence. So if there is a change in variation, the meaning of the word or sentence will change. This phoneme is pressure, intonation, pause, and duration. But those who have a very close relationship with the Mahārah Kalām are two elements, namely pressure, and tone.

a) Pressure.

According to Kamal Basyar, the pressure is an emphasis on syllables to clarify the pronunciation of a sound (Ibnu Jabir Al Qorni, 2018). The linguists

divide it into 4 (four) levels seen in terms of the strong pronunciation of a sound:

First, the highest pressure is marked / \ /. Second, secondary pressure is marked / ^ /. Third, the medium pressure is marked / / /. Fourth, weak pressure is marked / ~ /. If the level of pressure above is applied to a sentence كَيْفَ حَالُكَ؟ then it becomes as follows

كَيْ، ف، ح، لُكْ ؟

b) Intonation.

Intonation is the ups and downs of sentence songs that function as forming sentences. Intonation can also be interpreted as a variation of tones in utterances that are signed by vibration variations in vocal cords (Yanita & Sekarwati, 2015). The part of the intonation that describes the ups and downs of the song is called Nada. This intonation is used to distinguish the expressions of each sentence expressed which will certainly affect meaning. Intonation has three levels, namely rising, flat, and down.

d. Urgency of Phonology and Benefits of Studying It

Each environment has different language habits. Thus the sounds spoken by everyone in various places are not the same. Therefore before learning the language the first step that must be taken is to study the sounds of the foreign language to be learned. The benefits of studying Aswat science for foreign speakers are (Hasan, 2018):

- 1) Teach pressure in words or the correct and appropriate sentence. Because each language has different stresses.
- 2) Knowing how to pronounce the final letter when it stops as the original speaker pronounced it.
- 3) Facilitate teaching good intonation.

e. Teaching Arabic sounds and teaching strategies

For someone who is just learning a foreign language, what he first learned was to hear the sounds of the language that he had never heard before both in terms of accentuation, rhythm, and intonation. Like a child, before he was able to speak the language he knew the sounds of his mother through the preaching. After a few months he could tell one by one the sound because he often listened. Therefore, the purpose of this teaching is to help facilitate Arabic learners in overcoming difficulties in telling Arabic sounds. So that he can tell Arabic sounds properly and correctly and help him in honing his listening, speaking, reading and writing skills.

In general, the things faced by learners when learning sounds are:

- 1) Distinguish between long and short sounds
- 2) Tells the sound of pattering
- 3) Distinguish sounds that have the same or close makhraj
- 4) Distinguish long sounds and consonant sounds at the same time.

The sound of Indonesian and Arabic of course some have the same nature and makhraj and those are different. Of course, this is a problem in learning. Therefore, to overcome the problem the material that is presented must be classified between sounds that have the same nature and makhraj as mother tongue and sounds that are not in the language of the mother. This is intended to speed up the learning process of language sounds.

In studying Arabic sounds several strategies can be done to facilitate learning including stressing strategies and intonation strategies.

- 1) Stressing strategy. This strategy is related to words that are spoken and heard that can help foreign speakers in learning Arabic sounds in a word. This strategy is one way to train students to listen to words that have stress both directly from the teacher and from recording.
- 2) Intonation strategy. This strategy is also related to words that are spoken and heard that can help foreign speakers to tell and recite Arabic sounds properly and correctly according to the type of sentence in Arabic such as question sentences (Buthri & Busyqafi, 2020). This strategy is applied by presenting several sentences in the form of statements,

questions, prohibition,s and so on to studentthanen askingthemt to listen and determine the level of tone.

2. Mahārah Kalām

a. Definition of Mahārah Kalām

Mahārah in the terminology is skill (“مَهَارَة,” n.d.). Skill according to Davis Gordon is the ability to operate work easily and accurately (Gordon, 1999). According to Nadler skills are activities that require practice or can be interpreted as an implication of activities (Nadler, 1986). According to Dunnette Skills are the capacity needed to carry out several tasks that are self -development of the results of training and experience gained (Dunnette, 1976). Thus Mahārah means an ability obtained through training and learning stages to do work easily and carefully.

Kalām means conversation or talking. In the book written by Bob Susanto entitled 6 Understanding of Speaking According to Experts are three of them Akhmadi, Krida Laksana, and Moris and Novia. According to Akhmadi speaking is a skill in creating the flow of the sound system of articulation that has the used to convey a desire, feelin,g and will to others. According to Laksana speaking is an act that produces a language that can be used to communicate. Meanwhile, according to Moris and Novia, speaking is a communication tool that is used between members of the community naturally to convey a mind and behavior in conducting socialization. So, speaking is a communication carried out by someone to convey his thoughts, feelings a,nd will to the other person.

According to Acep Hemawan speaking skills (Mahārah al-Kalām) is the ability to express words as expressions of thoughts, ideas, opinions and desires for our interlocutors. According to Henry Guntur Tarigan speaking skills are essentially the ability to pronounce the sounds of articulation or words to express, express and convey thoughts, ideas, and feelings (Tarigan, 1991). According to Theodore speaking skills are the most important skills in language and are skills that are channeled through sound (Hady, 2019). Thus speaking skills are the ability to express words to express, state and convey their thoughts, feelings and will that are channeled through voice to his partner.

Shalah Abdul Majid Al Arabiy has explained that the competency standards in Mahārah Kalām are able to express ideas with language that can be understood by the original speaker. This means that students are able to pronounce Arabic sounds in a way that can be understood by the listener based on the rules of language and able to use vocabulary in accordance with their meaning. This explains that the initial gate of the mahārah Kalām achievement is to be able to tell Arabic sounds well and correctly, able to distinguish well between the sounds that have similarities when spoken, able to tell the sounds that are closely close, able to distinguish between short and long harakat, and able to apply stressing and intonation in accordance with the original speaker (Rasyidi, 2018).

b. The implementation of Arabic sounds in learning kalām

In teaching the sound of Arabic to foreign speakers we must pay attention to the elements contained in the kalām, such as pronunciation, pressure in pronunciation, intonation, speed, appropriate pause in pronunciation, linguistic signal and non-verbal, the correct arrangement in pronunciation.

One of the things that is very supportive in learning Mahārah Kalām is pronunciation. Educational experts say that the pronunciation of language sounds has a very large urgency in learning, it must be taught correctly and to be true. Because pronunciation is an external manifestation of speaking. The listener only knows what he released, namely the form of the pronunciation not from the internal process of speaking. Then pronunciation must be done well, clearly, and without errors.

To reach the right point in saying the sound of language so that it can convey ideas and ideas in Arabic, of course training and drilling are needed. This Arabic sound training can be applied simultaneously with the learning of Mahārah Kalām. This is intended so that students are able to convey their ideas, feelings, and ideas verbally with dialogue or speaking simple with the right sound, pressure and intonation so that it can be understood by the listener especially the original Arabic speaker.

The steps that must be taken by the teacher are as follows:

- 1) In the material display and example the teacher must first pronounce an example of the theme that has been determined properly and correctly by paying attention to the red color in syllables that have strong pressure, green color in moderate pressure syllables and black in low pressure syllables or normal. In addition to paying attention to color as a sign of pressure the teacher must also pay attention to the arrow leading to the () left for Naada flat, the arrow up () to the tone rises, and the arrow () down for the tone down. Giving this example starts from the pronunciation of the sounds of syllables, words, and sentences. After the teacher gives examples of students imitating what the teacher practices. In delivering mufradat the teacher must also give an example in advance by giving instructions to students to listen and then imitate what the teacher says.
- 2) After teaching mufradat the teacher instructs students to read the tarkib that has been provided, namely about certain themes as well as to understand the arrangement
- 3) The teacher instructs students to dialogue with their friends by paying attention to the signs that have been given by the teacher in each dialogue plot
- 4) In the following and repetition stages, students mimic what the teacher says and repeats it many times or the teacher asks students to say a word or sentence and remember it many times.
- 5) After that, the teacher and students examine and pay attention to the text used for the dialogue while determining the problems of sound.
- 6) Then the teacher gives students the opportunity to practice Arabic sounds
- 7) After that ask students to practice it by asking their friends, exchanging questions and answers, dialogue, and speaking in front of the class while still paying attention to the sound of language, pressure and intonation

From the above steps it can be seen that each student must pay attention to the instructions in the learning of Mahārah Kalām, among others:

- 1) Students say the sound of Arabic with makhraj and nature well and correctly about a theme

- 2) Students distinguish Arabic sounds that have similarities in terms of makhraj in terms of makhraj and their nature about a theme
- 3) Students say words according to the pressure and intonation properly and correctly about a theme
- 4) Students say the phrase correctly and according to the pressure and intonation about certain themes
- 5) Students say Arabic sentences correctly and according to their pressure and intonation about certain themes
- 6) Students ask about something related to certain themes by paying attention to the pressure and intonation
- 7) Students answer questions about certain themes by paying attention to the pressure and intonation
- 8) Students speak or have a dialogue about certain themes by paying attention to the pressure and intonation

By applying sound learning in the learning process of mahārah kalām will greatly help students to achieve success in learning mahārah kalām. Indirectly he has learned the sound and language simultaneously.

D. Conclusion

Language sound teaching is a very important thing that must be considered by the teacher, especially for lessons that are in fact foreign speakers. Because the sound of language can determine the meaning of a speech. To teach the sound of discussing it is necessary to do continuous training until the sound of the language can be said well starting from the sound of phonemes, syllables, words, and sentences. Teaching the sound of the language can be implemented directly in the learning of mahārah kalām with the teacher as the main figure who gives an example and then the student imitates it. From imitating and repeating this they will get used to and understand the patterns in the sound. So that in learning mahārah kalām will get good results because it does not leave the most important element in pronunciation, namely sound.

References

- Al Adil, M. (2017). *As Shawait fi Ad Dars Ash Shautiy*. Maroko.
- Amrulloh, M. A. (2016). FONOLOGI BAHASA ARAB (Tinjauan Deskriptif Fonem Bahasa Arab). *Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 8(1). <https://doi.org/https://doi.org/10.24042/albayan.v8i1.353>
- Andrian Permata, B. (2015). TEORI GENERATIF-TRANSFORMATIF NOAM CHOMSKY DAN RELEVANSINYA DALAM PEMBELAJARAN BAHASA ARAB. *Empirisma: Jurnal Pemikiran Dan Kebudayaan Islam*, 24(2). <https://doi.org/https://doi.org/10.30762/empirisma.v24i2.18>
- Bahri, M. S. H. (2019). *Pembelajaran Fonologi Arab Dengan Minimal Praise Dan Tongue Twister*. II(2), 197–216. <https://doi.org/https://doi.org/10.24090/tarling.v2i2.2924>
- Batubara, H. (2021). Proses Pemerolehan Bahasa Pertama Pada Anak. *Kode : Jurnal Bahasa*, 10(4), 164–173. <https://doi.org/10.24114/kjb.v10i4.30772>
- Buthri, H. Al, & Busyqafi, A. (2020). Istiratijiyyatu Taysiri Ta'lim Wa Ta'allum Al-Ashwat Al-Arabiyyah Li An-Nathiq Bighairiha. *Al Mayadin: Jurnal Humaniora*, 1(1).
- Dunnette. (1976). *Ketrampilan Pembukuan*. Jakarta: PT. Grafindo Persada.
- Gordon, D. (1999). *Kerangka Dasar Sistem Informasi Manajemen*. Jakarta: PT. Pustaka Binaman Presindo.
- Hady, Y. (2019). Pembelajaran Mahārat al-Kalām Menurut Rusdy Ahmad Thu'aimah dan Mahmud Kamil al-Nâqah. *Al Mahāra: Jurnal Pendidikan Bahasa Arab*, 5(1). <https://doi.org/10.14421/almahara.2019.051-04>
- Hasan, N. (2018). علم الأصوات العربية: تطوراتها ونظريتها والاستفادة منها لتعليم اللغة العربية. *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 6(2), 143–156. <https://doi.org/DOI:https://doi.org/10.23971/altarib.v6i2.1070>
- Ibnu Jabir Al Qorni, H. (2018). An Nabr fi Al Arabiyyah. *Jurnal Fakultas Pendidikan Agama Islam Dan Bahasa Arab*, 34(4), 544.
- Jafar, H. (2011). *Pembelajaran Bahasa Arab*. Makassar: Allaudin University Press.
- Khitam, A. K. (2014). PERILAKU FONEM DALAM BAHASA ARAB DAN IMPLIKASINYA TERHADAP MAKN. *AdAdabiyyāt*, 14(1). <https://doi.org/10.14421/ajbs.2015.14106>
- Loren, B. (1996). *Kamus Filsafat*. Jakarta: Gramedia Pustaka Utama.
- Masfufah, N. (2018). ANALISIS KONTRASTIF FONEM VOKAL DAN KONSONAN BAHASA INDONESIA DENGAN BAHASA BENUAQ. *LOA: Jurnal Ketatabahasaan Dan Kesusastraan*, 13(2), 110. <https://doi.org/10.26499/loa.v13i2.1669>

- Mufidah, N., & Zainudin, I. (2018). Metode Pembelajaran Al-Ashwat. *Al Mahārah: Jurnal Pendidikan Bahasa Arab*, 4(2).
- Mulyaningsih, D. H. (2014). Perbandingan Fonologi Bahasa Indonesia Dan Bahasa Mandarin. *BAHTERA: Jurnal Pendidikan Bahasa Dan Sastra*, 13(1), 1-10. <https://doi.org/10.21009/bahtera.131.01>
- Nadler. (1986). *Keterampilan dan Jenisnya*. Jakarta: PT. Grafindo Persada.
- Rasyidi, D. A. W. (2018). *Ta'lim Al-Aswat wa Tathbiqaha Fi Mahārah Al Kalām Li Ghairi An Nathiqin Bil 'Arabiyyah*. Malang: UIN Maliki Press.
- Rohman, A. (2022). Bahasa Arab dan Problematika Pembelajarannya. *Jurnal Sanaamul Qur'an*, 3(1).
- Senen, M. D. (2017). Kontribusi Ilmu Fonetik Dalam Studi Bahasa Arab. *Tamaddun: Jurnal Bahasa, Sastra Dan Budaya*, 17(1). <https://doi.org/10.19109/tamaddun.v17i1.2512>
- Septiyowati, N. D., Ahmad, H., & Sumarti, E. (2019). PEMEROLEHAN FONEMANAK USIA 2-6 TAHUN (Sebuah Kajian Psikolinguistik). *AlFabeta: Jurnal Bahasa, Sastra Dan Pembelajarannya*, 2(1).
- Suardi, I. P., R, S., & Asri, Y. (2019). Pemerolehan Bahasa Pertama pada Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 3(1).
- Sumarna, C. (2007). *Filsafat Ilmu dan Perkembangannya di Indonesia*. Jakarta: Bumi Aksara.
- Tarigan, H. G. (1991). *Metodologi Pembelajaran Bahasa I*. Bandung: Angkasa.
- Yanita, S. R., & Sekarwati, S. H. (2015). KONTRAS INTONASI KALIMAT DEKLARATIF DAN INTEROGATIF DALAM BAHASA BIMA. *Sirok Bastra: Jurnal Ilmiah Kebahasaan Dan Kesastraan*, 3(2).