https://journal.ypidathu.or.id/index.php/ijlul/
P - ISSN: 3026-7102
E - ISSN: 3030-8372

Analysis of the Impact of Language Acquisition Factors on Listening Skills Using Structural Equation Modeling in Arabic Language Education Students at State Islamic University Raden Intan Lampung

Muhammad Fahrudin Nur[1], Rahmania Auriel Zaeni[2], Danial Hilmi[3]
[1,2,3]Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

ABSTRACT

Background. The selection of language acquisition factors as a research topic is urgent due to the lack of clarity on which factor most significantly supports language competence, particularly in receptive skills like listening in Arabic learning. Understanding this is crucial to assist learners in maximizing their potential.
Purpose. This quantitative study, using an explanatory design, investigates the influence of affective, cognitive, and social factors on the improvement of students' listening skills in Arabic. The data was analyzed using Structural Equation Modelling (SEM).
Method. The research involved students from the Arabic Language Education Study Program at State Islamic University Raden Intan Lampung. Data were collected via questionnaires measuring the impact of the three factors on listening competence (maharah istima') and analyzed using SEM to assess the relationships between these factors.
Results. The results indicate that cognitive factors (e.g., intelligence, talent, and learning styles) have a minimal influence on listening competence. Affective factors (e.g., motivation, personality, and anxiety) have a moderate effect, while social factors, particularly attitude, have the strongest influence on improving listening skills.
Conclusion. This study highlights the importance of focusing on social factors to improve listening skills in Arabic learning. Educators can enhance their teaching methods by addressing these key factors, ensuring better student outcomes and more effective language acquisition.

KEYWORDS
Arabic Language Education, Listening Skills, SEM (Structural Equation Modelling)

Citation: Nur, F, M., Zani, A, R., & Hilmi, D. (2024). Analysis of the Impact of Language Acquisition Factors on Listening Skills Using Structural Equation Modeling in Arabic Language Education Students at State Islamic University Raden Intan Lampung. *International Journal of Language and Ubiquitous Learning*, *2*(3), 406–418.
https://doi.org/10.70177/ijlul.v2i3.1357

Correspondence:
Muhammad Fahrudin Nur,
anugerahwisatatourandtravel@gmail.com

Received: September 19, 2024
Accepted: September 25, 2024
Published: October 14, 2024

INTRODUCTION

The urgency of choosing the topic of language acquisition factors is due to the undetected dominant factor among the many language acquisition factors that can support the improvement of language competence, particularly receptive skills in Arabic language learning. Research on the influence of these acquisition factors is expected to help and have a significant impact on language learners' performance. Additionally, knowledge and awareness of these differences will assist teachers in enriching second language teaching (Rukanuddin dkk., 2016).

In addition, language acquisition factors such as motivation, age, attitude, intelligence, and learning style are considered to have a significant impact on the process of second language acquisition (Zhang, 2020). Through research on these factors, teachers can facilitate learners according to their characteristics and leverage them for the success of second language learning (Hu, 2016).

The factors influencing second language acquisition, according to many experts such as Ellis, Larsen-Freeman, Long, Cook, Gardner, and others, vary widely (松岡里枝子 dkk., 2008)(松岡里枝子 dkk., 2008). This study focuses on the classification of factors according to Ellis (1985), who divided them into personal and general factors, and then summarized them into three main categories: affective factors, cognitive factors, and social factors (Musa, 2019).

The social aspect lies outside the learner and concerns the relationship between the learner and native speakers of the target language as well as speakers of their own language (Silverberg & Samuel, 2004). The cognitive and affective aspects are internal to the learner. Cognitive factors involve the problem-solving strategies used by the learner, while affective factors relate to the emotional responses that arise during the process of learning the target language (Krashen, 1985). Affective factors include motivation, personality, anxiety, self-esteem, and the willingness to communicate (Klein, 1986). Cognitive factors include intelligence, talent, learning style, learning strategies, and age, while social factors encompass gender and the learner's attitude toward the second language (Flege dkk., 1999).

Maharah Istima' linguistically derives from the word 'sami'an,' which means to hear. Istima' also means isgho, which refers to listening, paying attention, or eavesdropping. According to Rusydi Ahmad Thuaimah and Muhammad As-Sayid Manna', istima' is listening intentionally and with comprehension, as well as mastering the content that will generate ideas (Garba, 2023).

There are two types of Maharah Istima': intensive listening and extensive listening. Intensive listening is a skill developed through formal practice and activities under the supervision of a teacher. It is divided into two types: (1) exercises focused on detailed comprehension of meaning, and (2) listening practice of the spoken language. Extensive listening aims to broaden overall language proficiency after mastering intensive listening skills, with an emphasis on critical and logical listening (Jumatiah & Helalsah, 2021).

Education experts believe that istima' has various forms, including: (1) Istima' Ghairu Murakkaz, which refers to anything commonly heard in society; (2) Istima' Al Yaqiz, which is listening consciously to understand, usually in conferences or seminars; and (3) Istima' An Naqdy, which involves listening with comparison and discussion..

Listening requires understanding, interpretation, and notes on what is heard, making good media crucial. Problems that may arise in learning Maharah Istima' include: (a) Listener problems, such as weak hearing or insufficient ability to receive information; (b) Material problems, such as content that is too difficult to understand; (c) Teacher problems, such as an unsatisfactory relationship with learners or inadequate delivery of material (Jauhari, 2018).

The research findings indicate that, among the three factors studied, cognitive factors have a very minimal impact on improving listening skills competence (Sun, 2019). Cognitive factors include indicators such as intelligence, talent, learning style, learning strategies, and age. Affective factors have a moderate impact, with indicators such as motivation, personality, self-esteem, anxiety, and the desire to communicate. The factor with the greatest influence is social factors, with attitude as the key indicator (R. R. Sari, 2020).

This study has significant implications for Arabic language teaching practices in academic settings (Marini dkk., 2019). By understanding the impact of language acquisition factors on

listening skills competence, educators can adjust their teaching approaches to meet the specific needs of students. This will support the optimal development of students' potential and enhance the effectiveness of Arabic language learning.

RESEARCH METHODOLOGY

This study uses a quantitative approach with an explanatory design to investigate the impact of language acquisition factors, including affective, cognitive, and social factors, on the improvement of student competence (M. Sari dkk., 2023). This study uses SEM (Structural Equation Modeling) to analyze the obtained data (Barrett, 2007).

This study involves students from the Arabic Language Education Program (PBA) at State Islamic University Raden Intan Lampung. Data were collected through a questionnaire designed to measure the impact of affective, cognitive, and social factors on listening skills competence (Maharah Istima'). Data analysis was performed using SEM to evaluate the relationships between the variables studied.

The exogenous variables in this study include affective factors with five observed variables: motivation (A1), personality (A2), anxiety (A3), self-esteem (A4), and desire to communicate (A5); cognitive factors with five observed variables: intelligence (K1), talent (K2), learning style (K3), learning strategies (K4), and age (K5); and social factors with two observed variables: gender (S1) and language learner attitude (S2). These variables are used as indicators in the questionnaire to measure their impact on learning outcomes, which are assessed using tests (Streiner, 2006).

Listening skills outcomes (HK) are divided into four categories that serve as indicators of competency improvement: phonology (HK1), where students listen to sounds; morphology (HK2), where students listen to words in Arabic; syntax (HK3), where students listen to sentences in Arabic; and semantics (HK4), where students are able to understand and interpret each utterance they hear. Test scores for each category are then converted and adjusted to the Likert scale used in the questionnaire (Teguh Iman Santoso dkk., 2022).

Population and Sample

The population of this study includes all students from the Arabic Language Education Program (PBA) at State Islamic University Raden Intan Lampung who are enrolled in the Maharah Istima' course, specifically the 2024 cohort. The population consists of 20 students in class A1, 19 students in class A2, 25 students in class B1, 24 students in class B2, 16 students in class C1, 20 students in class C2, and 25 students in class ICP, totaling 129 students. A random sample of 57 students was selected..

Data Collection and Analysis Techniques

Data were collected through a closed-ended questionnaire that students were required to complete via Google Forms, where they selected from the provided options. The data were then analyzed using path analysis to evaluate the patterns of relationships among the variables. The model aims to identify both direct and indirect effects of the three exogenous variables on one endogenous variable. This approach extends multiple linear regression analysis, thus the model used is a regression model. The factor analysis used in this study is Exploratory Factor Analysis (EFA) combined with path analysis.

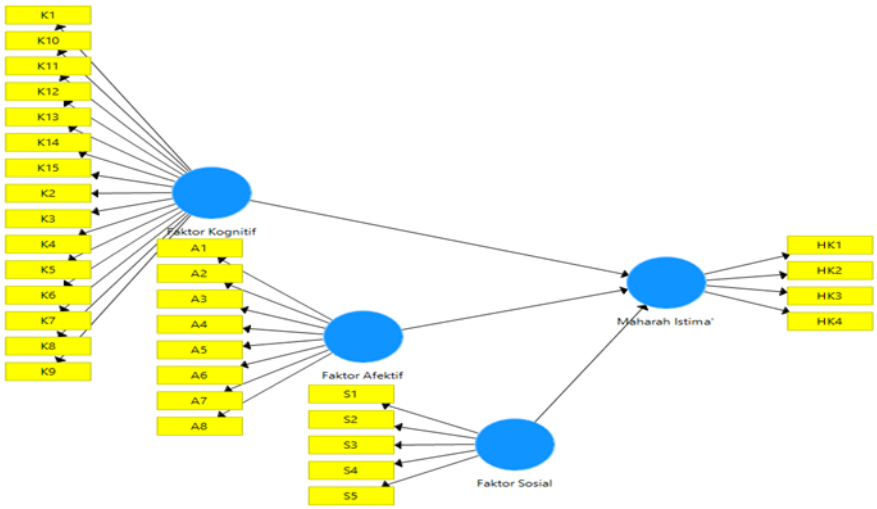

Figure 1. Regression model with 3 exogenous variables and 1 endogenous variable.

RESULT AND DISCUSSION

Outer Model Evaluation

Variable	Indicator	Outer Loading	AVE	Composite Reliability	Cronbach's Alpha
Cognitive Factors	K1	0.108	0.231904328	0.742730553	0.664
	K10	0.423			
	K11	0.553			
	K12	0.404			
	K13	0.725			
	K14	0.298			
	K15	0.332			
	K2	-0.421			
	K3	0.271			
	K4	0.455			
	K5	0.789			
	K6	0.710			
	K7	0.615			
	K8	0.302			

	K9	0.203			
Affective Factors	A1	0.417	0.372799907	0.750899348	0.656
	A2	0.809			
	A3	0.869			
	A4	0.737			
	A5	0.623			
	A6	0.001			
	A7	-0.216			
	A8	0.649			
Social Factors	S1	-0.344	0.436216196	0.398324769	0.124
	S2	-0.544			
	S3	0.531			
	S4	0.870			
	S5	0.852			
Maharah Istima'	HK1	0.866	0.531259162	0.638737289	0.348
	HK2	0.881			
	HK3	0.583			
	HK4	-0.509			

Table 1. Outer loading calculation result 1

Based on Table 1, it is evident that the model and initial data still do not meet the required validity criteria, particularly in terms of convergent validity. Only one variable, Maharah Istima', has an Average Variance Extracted (AVE) above 0.5, while the other variables are still below the expected standard. Additionally, the Composite Reliability test has not been fully met, as only two of all the variables have values above 0.7: cognitive factors and affective factors (Tarone & Bigelow, 2005). Regarding Cronbach's Alpha, the reliability should reach at least 0.6 in an explanatory approach; however, in this testing result, none of the variables achieve this value among the four mentioned variables (Grimm, 2020).

Discriminant Validity Test

	Faktor Afektif	Faktor Kognitif	Faktor Sosial	Maharah Istima_
Affective Factors	0.611			
Cognitive Factors	0.653	0.482		
Social Factors	0.815	0.605	0.660	
Maharah Istima_	0.807	0.601	0.980	0.729

Table 2. Fornell Larcker Criterion

	Faktor Afektif	Faktor Kognitif	Faktor Sosial	Maharah Istima_
Affective Factors				
Cognitive Factors	0.890			
Social Factors	**1.076**	**0.843**		
Maharah Istima_	**1.054**	**0.767**	**1.358**	

Table 3. Heterotrait-Monotrait Ratio (HTMT)

From Table 2, it is evident that, except for the Maharah Istima' variable, the other variables do not meet the required standards for discriminant validity (Cherciov, 2013). Discriminant validity is measured by comparing the Average Variance Extracted (AVE) of each variable with the correlations between that variable and other variables (Perkins & Zhang, 2024). The results show that only the Maharah Istima' variable has an AVE higher than its correlations with other variables.

Data in Table 3 also show that the HTMT index should be less than 0.85 to indicate good discriminant validity; however, there is an exception in the relationship between affective factors and cognitive factors (Hidasi, 2004). This indicates the need for improvements in the outer model. The next step is to make adjustments by eliminating inappropriate indicators and then recalculating the outer model before proceeding to hypothesis testing (Singh & Seet, 2019).

In the second stage of evaluating the outer model, after removing some indicators that did not meet the validity and reliability criteria, the results are as follows:

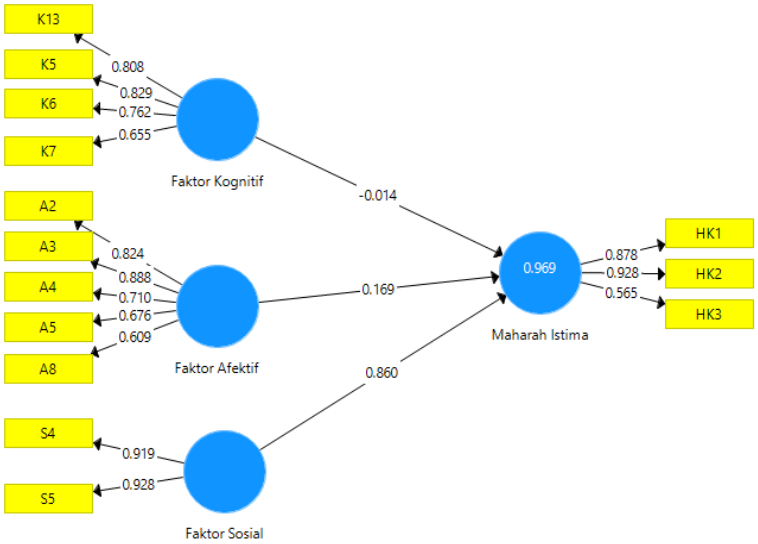

Figure 2. Outer model calculation results for Stage 2

Variabel	Indikator	Outer Loading	AVE	Composite Reliability	Cronbach's Alpha
Cognitive Factors	K13	**0.808**	**0.587**	**0.849**	**0.768**
	K5	**0.829**			
	K6	**0.762**			
	K7	**0.655**			
Affective Factors	A2	**0.824**	**0.560**	**0.862**	**0.802**
	A3	**0.888**			
	A4	**0.710**			
	A5	**0.676**			
	A8	**0.609**			
Social Factors	S4	**0.919**	**0.853**	**0.921**	**0.828**
	S5	**0.928**			
Maharah Istima'	HK1	**0.878**	**0.651**	**0.843**	**0.726**
	HK2	**0.928**			
	HK3	**0.565**			

Table 4. Results of the outer model calculations in Stage 2

This second model has met the validity criteria, particularly convergent validity, with all variables having AVE values above 0.5 (Andersen dkk., 1993). Additionally, the model has also

met the composite reliability standard, requiring values above 0.7 (Pikhart & Botezat, 2021). In terms of reliability, the model meets the criteria with Cronbach's alpha values above 0.6. Furthermore, the Fornell-Larcker Criterion in Table 5 shows that the square root of the AVE values is higher than the correlations with other constructs, indicating significant differences between latent variables. This is also evident from the HTMT values in Table 6, which are below 0.85, demonstrating that the discriminant validity is satisfactory (Hsu dkk., 2011).

	Affective Factors	**Cognitive Factors**	**Social Factors**	**Maharah Istima_**
Affective Factors	0.748			
Cognitive Factors	0.594	0.766		
Social Factors	0.739	0.439	0.924	
Maharah Istima_	0.796	0.464	0.978	0.807

Table 5. Fornell-Larcker Criterion

	Affective Factors	**Cognitive Factors**	**Social Factors**	**Maharah Istima_**
Affective Factors				
Cognitive Factors	**0.709**			
Social Factors	0.873	**0.540**		
Maharah Istima_	**1.051**	**0.625**	**1.191**	

Table 6. Heterotrait-Monotrait Ratio (HTMT)

Evaluating the inner model

In this evaluation of the inner model, the impact of each variable on the other variables in the model will be explained (Al Zoubi, 2018a). In this model, there is only a direct effect from exogenous latent variables to endogenous latent variables (Raheem, 2018). The extent of the impact of each latent variable can be seen from the F square values. The F square value is used to determine the magnitude of a variable's impact: a value less than 0.02 is considered to have no significant impact and can be ignored, between 0.02 and 0.14 indicates a small impact, between 0.15 and 0.35 indicates a moderate impact, and an F square value greater than 0.35 indicates a large impact (Lafford, 2007).

	Faktor Afektif	Faktor Kognitif	Faktor Sosial	Maharah Istima_
Faktor Afektif				0.331
Faktor Kognitif				0.004
Faktor Sosial				10.728
Maharah Istima_				

Figure 3. F Square Values

Overall, the diagram above shows that affective factors have a moderate impact on Maharah Istima' with a coefficient value of 0.331 (Cherciov, 2013). Meanwhile, cognitive factors do not have a significant effect on Maharah Istima' as their coefficient is less than 0.02, specifically 0.004. On the other hand, social factors show a very high impact on Maharah Istima' with a coefficient of 10.728. The following table presents the significance of each latent variable indicator in relation to Maharah Istima'.

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
A2 <- Affective Factors	0.335	0.331	0.040	8.452	**0.000**
A3 <- Affective Factors	0.319	0.318	0.032	10.057	**0.000**
A4 <- Affective Factors	0.231	0.229	0.033	6.911	**0.000**
A5 <- Affective Factors	0.248	0.245	0.043	5.741	**0.000**
A8 Affective Factors	0.179	0.179	0.040	4.501	**0.000**
HK1 <- Maharah Istima_	0.480	0.479	0.028	16.888	**0.000**
HK2 <- Maharah Istima_	0.485	0.484	0.030	16.273	**0.000**
HK3 <- Maharah Istima_	0.227	0.225	0.048	4.724	**0.000**
K13 <- Cognitive Factors	0.423	0.427	0.069	6.125	**0.000**
K5 <- Cognitive Factors	0.330	0.327	0.069	4.818	**0.000**

K6 <- Cognitive Factors	0.277	0.273	0.066	4.192	**0.000**
K7 <- Cognitive Factors	0.265	0.267	0.071	3.710	**0.000**
S4 <- Social Factors	0.526	0.528	0.011	48.743	**0.000**
S5 <- Social Factors	0.556	0.557	0.018	30.874	**0.000**

Table 7. Bootstrapping Results (Outer Weights)

The impact of each indicator is shown in the 'Original Sample' column, while the significance of this impact can be assessed from the 'T Statistics' column. To evaluate significance, a value of 1.96 is used as a benchmark based on a 5% significance level (P Level = 0.05). If the T Statistics value exceeds 1.96 and the P value is less than 0.05, it can be concluded that all indicators of each factor have a significant positive impact on Maharah Istima

Based on the presented statistical data analysis, several conclusions can be drawn to address the research questions:

The Impact of Affective Factors on Maharah Istima': Affective factors have a moderate impact on Maharah Istima'. Among the eight indicators in the affective dimension, such as motivation, personality, anxiety, self-esteem, and willingness to communicate, the indicator "willingness to communicate" (WTC) stands out with the highest significance. This result confirms the hypothesis that students with high motivation to use Arabic in communication tend to improve their listening skills, as consistent use of Arabic makes them more familiar with and better able to understand the language (MUHO, 2021).

The Impact of Cognitive Factors on Maharah Istima': The impact of cognitive factors on Maharah Istima' is very small compared to other factors. Nevertheless, among the cognitive indicators such as talent, learning style, and age, the indicator "age" shows higher significance than the others. This finding suggests that age affects Arabic language acquisition, particularly in listening skills (Al Zoubi, 2018b).

The Impact of Social Factors on Maharah Istima': Social factors have a significantly larger impact on Maharah Istima' compared to cognitive and affective factors. Among the indicators of gender and attitude, "attitude towards Arabic" shows the highest impact. This emphasizes that students' attitudes towards Arabic have a significant effect on their success in learning Arabic listening skills (Hong, 2016).

Dominance of Social Factors: Among the three factors, social factors prove to be the most dominant in enhancing Maharah Istima', particularly through the indicator "attitude." As discussed in the literature review, students with a positive attitude towards Arabic, including a strong belief in their choice of Arabic studies from the start of university and a strong interest in Arabic, show improved competency in Arabic listening skills (Bozorgian, 2012).

The statement that attitude can influence second language learners' ability to enhance their competency is consistent with previous research findings, which show that students who achieve high performance in English generally have a positive attitude and a strong interest in the language (Istiyani, 2014). Other studies exploring the correlation between learners' attitudes towards

language learning, particularly in reading, indicate that a positive attitude has a significant impact on improving learners' reading skills (Riyanto dkk., t.t.).

However, there are also studies, such as the one conducted by Anggaira (2015), that show different results. This research emphasizes that age plays a dominant role in enhancing second language learning (Vandergrift & Baker, 2015). According to Anggaira, age is a key factor in an individual's success in acquiring a second language, especially when the learner has strong proficiency in their native language, as this can facilitate the process of learning the target language (Ardila, 2013).

CONCLUSION

The success of second language learners, particularly in Arabic, is influenced by various factors. Some factors, such as cognitive factors including intelligence, talent, learning style, learning strategies, and age, have a relatively small impact on improving listening skills. On the other hand, affective factors, which include motivation, personality, self-esteem, anxiety, and willingness to communicate, have a moderate impact on language proficiency, especially in listening skills. However, the most dominant factor is social factors, with 'attitude' as the key indicator. The learners' attitude towards Arabic, particularly from the initial choice of major and throughout their studies, is believed to significantly enhance their competency in listening skills.

This study faced several challenges, such as difficulties in collecting data through questionnaires from students, which resulted in a limited sample size. Therefore, it is recommended that future research be conducted with a larger sample and delve deeper into more complex aspects of Arabic language skills. This study contributes academically by providing new insights into the importance of cultivating a positive attitude towards Arabic among students, including belief in and affection for the language, as such attitudes can impact their success in higher education.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; In-vestigation.
Author 3: Data curation; Investigation.

REFERENCES

Al Zoubi, S. M. (2018a). The impact of exposure to English language on language acquisition. *Journal of Applied Linguistics and Language Research*, *5*(4), 151–162.

Al Zoubi, S. M. (2018b). The impact of exposure to English language on language acquisition. *Journal of Applied Linguistics and Language Research*, *5*(4), 151–162.

Andersen, E. S., Dunlea, A., & Kekelis, L. (1993). The impact of input: Language acquisition in the visually impaired. *First Language*, *13*(37), 23–49. https://doi.org/10.1177/014272379301303703

Ardila, M. A. C. (2013). Exploring factors affecting listening skills and their implications for the development of the communicative competence: A case study. *Opening Writing Doors Journal*, *10*(2), 54–92.

Barrett, P. (2007). Structural equation modelling: Adjudging model fit. *Personality and Individual Differences*, *42*(5), 815–824. https://doi.org/10.1016/j.paid.2006.09.018

Bozorgian, H. (2012). Listening Skill Requires a Further Look into Second/Foreign Language Learning. *ISRN Education*, *2012*, 1–10. https://doi.org/10.5402/2012/810129

Cherciov, M. (2013). Investigating the impact of *attitude* on first language attrition and second language acquisition from a Dynamic Systems Theory perspective. *International Journal of Bilingualism*, *17*(6), 716–733. https://doi.org/10.1177/1367006912454622

Flege, J. E., Yeni-Komshian, G. H., & Liu, S. (1999). Age Constraints on Second-Language Acquisition. *Journal of Memory and Language*, *41*(1), 78–104. https://doi.org/10.1006/jmla.1999.2638

Garba, A. (2023). Al-Maharat al-Asasiyah al-Azamah li Ta'lim al-Lughah al-Arabiyah fi al-marhalah al-Ibtidaiyah/Basic Skills And Strategies Needed For Teaching Arabic Language at Primary School Level. *Loghat Arabi : Jurnal Bahasa Arab dan Pendidikan Bahasa Arab*, *4*(1), Article 1. https://doi.org/10.36915/la.v4i1.63

Grimm, S. (2020). *Language learning from the developmental and neurocognitive perspective: An examination of the impact of music on second language acquisition*. https://digitalcommons.murraystate.edu/honorstheses/58/

Hidasi, J. (2004). The impact of culture on second language acquisition. *Comparative Pragmatics Association 2nd Conference, Tokyo. Retrieved from: http://www. childresearch. net/RESOURCE/RESEARCH/2006/exfile/HIDASI. pdf*. https://www.researchgate.net/profile/Judit-Hidasi-2/publication/265227583_The_Impact_of_Culture_on_Second_Language_Acquisition_2/links/560d60f608ae96742010c7a1/The-Impact-of-Culture-on-Second-Language-Acquisition-2.pdf

Hong, H. S. (2016). The effects of listening comprehension on ESL learners' English language proficiency. *Malaysian Journal of ELT Research*, *12*(2). https://meltajournals.com/index.php/majer/article/view/582

Hsu, A. S., Chater, N., & Vitányi, P. M. (2011). The probabilistic analysis of language acquisition: Theoretical, computational, and experimental analysis. *Cognition*, *120*(3), 380–390.

Hu, R. (2016). The Age Factor in Second Language Learning. *Theory and Practice in Language Studies*, *6*(11), 2164. https://doi.org/10.17507/tpls.0611.13

Istiyani, E. (2014). SECOND LANGUAGE LEARNERS' ATTITUDES AND STRATEGIES IN LEARNING ENGLISH AS A FOREIGN LANGUAGE. *Jurnal Penelitian Humaniora*, *15*(2), Article 2. https://doi.org/10.23917/humaniora.v15i2.671

Jauhari, Q. A. (2018). Pembelajaran Maharah Istima Di Jurusan PBA STATE ISLAMIC UNIVERSITY Maulana Malik Ibrahim Malang. *Tarbiyatuna: Jurnal Pendidikan Ilmiah*, *3*(1), Article 1.

Jumatiah, J., & Helalsah, I. (2021). Developing the Arabic Vocabulary Test Material from Cognitive and Skill Domain Perspective/ تطوير مادة اختبار مفردات اللغة العربية على ضوء المجال المعرفي والمهاري. *Jurnal Al-Maqayis*, *8*(2), 110–123. https://doi.org/10.18592/jams.v8i2.4838

Klein, W. (1986). *Second Language Acquisition*. Cambridge University Press.

Krashen, S. D. (1985). *Second language acquisition and second language learning* (Reprinted). Pergamon Pr.

Lafford, B. A. (2007). Second language acquisition reconceptualized? The impact of Firth and Wagner (1997). *The modern language journal*, *91*, 735–756.

Marini, A., Eliseeva, N., & Fabbro, F. (2019). Impact of early second-language acquisition on the development of first language and verbal short-term and working memory. *International Journal of Bilingual Education and Bilingualism*, *22*(2), 165–176. https://doi.org/10.1080/13670050.2016.1238865

MUHO, A. (2021). The Impact of Listening Skills on Students' Motivation to Learn in Second Language Acquisition. *Proceedings of IAC in Vienna 2021*, 42.

Musa, H. I. (2019). Dialogic vs. Formalist Teaching in Developing Argumentative Writing Discourse and Reducing Speaking Apprehension among EFL Majors. *Journal of Language Teaching and Research*, *10*(5), 895. https://doi.org/10.17507/jltr.1005.01

Perkins, K., & Zhang, L. J. (2024). The Effect of First Language Transfer on Second Language Acquisition and Learning: From Contrastive Analysis to Contemporary Neuroimaging. *RELC Journal*, *55*(1), 162–178. https://doi.org/10.1177/00336882221081894

Pikhart, M., & Botezat, O. (2021). The impact of the use of social media on second language acquisition. *Procedia computer science*, *192*, 1621–1628.

Raheem, K. J. (2018). The Role of First Language on The Second Language Acquisition. *International Journal of Kurdish Studies*, *4*(1), 110–117.

Riyanto, S., Setiyadi, A. B., & Kadaryanto, B. (t.t.). *THE ROLE OF ATTITUDE TO LANGUAGE LEARNING IN READING COMPREHENSION*.

Rukanuddin, M., Hafiz, K., & Asfia, R. (2016). Knowledge of individual differences of the learners of second language enriches second language teaching. *Journal of Literature, Languages and Linguistics. An International Peer-Reviewed Journal*, *19*. https://core.ac.uk/download/pdf/234693181.pdf

Sari, M., Rachman, H., Astuti, N. J., Afgani, M. W., & Siroj, R. A. (2023). Explanatory Survey dalam Metode Penelitian Deskriptif Kuantitatif. *Jurnal Pendidikan Sains Dan Komputer*, *3*(01), Article 01. https://doi.org/10.47709/jpsk.v3i01.1953

Sari, R. R. (2020). Peran guru dalam pembelajaran kreatif bahasa Arab ditinjau dari perspektif Al-Qur'an. *Arabia*, *12*(2), Article 2. https://journal.iainkudus.ac.id/index.php/Arabia/article/view/7445

Silverberg, S., & Samuel, A. G. (2004). The effect of age of second language acquisition on the representation and processing of second language words. *Journal of Memory and Language*, *51*(3), 381–398. https://doi.org/10.1016/j.jml.2004.05.003

Singh, L., & Seet, S. K. (2019). The impact of foreign language caregiving on native language acquisition. *Journal of Experimental Child Psychology*, *185*, 51–70.

Streiner, D. L. (2006). Building a Better Model: An Introduction to Structural Equation Modelling. *The Canadian Journal of Psychiatry*, *51*(5), 317–324. https://doi.org/10.1177/070674370605100507

Sun, Y. (2019). An analysis on the factors affecting second language acquisition and its implications for teaching and learning. *Journal of Language Teaching and Research*, *10*(5), 1018–1022.

Tarone, E., & Bigelow, M. (2005). Impact of literacy on oral language processing: Implications for second language acquisition research. *Annual Review of Applied Linguistics*, *25*, 77–97.

Teguh Iman Santoso, Muhammad Rozali, & Riri Hanifa. (2022). STRUCTURAL EQUATION MODELLING (SEM) PENGGUNAAN SEM – GSCA DAN APLIKASI GSCA – PRO UNTUK MAHASISWA DAN DOSEN. *NUSANTARA Jurnal Pengabdian Kepada Masyarakat*, *2*(3), 48–56. https://doi.org/10.55606/nusantara.v2i3.253

Vandergrift, L., & Baker, S. (2015). Learner Variables in Second Language Listening Comprehension: An Exploratory Path Analysis. *Language Learning*, *65*(2), 390–416. https://doi.org/10.1111/lang.12105

Zhang, X. (2020). A bibliometric analysis of second language acquisition between 1997 and 2018. *Studies in Second Language Acquisition*, *42*(1), 199–222.

松岡里枝子, マツオカリエコ, & スミスイアン. (2008). Age effects in second language acquisition: Overview. 国立看護大学校研究紀要, *7*(1), 33–40.