



## AL-LISAN: JURNAL BAHASA

Publisher: LPPM IAIN Sultan Amai Gorontalo

ISSN: 2442-8965 E-ISSN: 2442-8973

Volume 10, No. 1 February 2025

Journal Homepage: <https://journal.iaingorontalo.ac.id/index.php/al>

### Psycho-Sociolinguistic Barriers to Acquiring 'Ammiyah Language for New Indonesian Students in Egypt

**<sup>1</sup>Putri Aldina Fahira (Corresponding Author)**

[23204022025@student.uin-suka.ac.id](mailto:23204022025@student.uin-suka.ac.id)

Arabic Language Education Department, Faculty of Tabiyah and Teacher Training, Sunan Kalijaga State Islamic University, Yogyakarta, Indonesia

**<sup>2</sup>Agung Setiyawan**

[agung.setiyawan@uin-suka.ac.id](mailto:agung.setiyawan@uin-suka.ac.id)

Arabic Language Education Department, Faculty of Tabiyah and Teacher Training, Sunan Kalijaga State Islamic University, Yogyakarta, Indonesia

**<sup>3</sup>Muhammad Bagus Bastari**

[bagusbastary@gmail.com](mailto:bagusbastary@gmail.com)

Arabic Language and Culture Department, Faculty of Cultural Sciences, Al-Azhar University, Indonesia

**<sup>4</sup>Zaenab Zannuba Alhanun**

[zannubaa03@gmail.com](mailto:zannubaa03@gmail.com)

Islamic Shariah Department, Faculty of Islamic Shariah, Al-Azhar University, Egypt

**<sup>5</sup>Yulva Maya Padilah**

[23204022029@student.uin-suka.ac.id](mailto:23204022029@student.uin-suka.ac.id)

Arabic Language Education Department, Faculty of Tabiyah and Teacher Training, Sunan Kalijaga State Islamic University, Yogyakarta, Indonesia

#### ABSTRACT

**Background:** The 'Ammiyah language is a variation of Arabic used in informal communication and daily conversations in Egypt, in contrast to Standard Arabic, which is employed in formal and academic contexts. New students encounter various challenges when entering university life, making the adaptation process more difficult.

**Aims:** This study aims to analyze the challenges faced by new Indonesian students in acquiring the 'Ammiyah language in Egypt.

**Methods:** This research employs a case study method with a descriptive qualitative approach. Data were collected through in-depth interviews with ten new Indonesian students in Egypt.

**Results:** The findings indicate that new students experience several difficulties in acquiring the 'Ammiyah language, including (1) dialectal differences between Egyptian 'Ammiyah and the previously learned Standard Arabic (Fushah), (2) difficulties in understanding informal vocabulary and expressions in 'Ammiyah, and (3) psychological barriers that hinder their adaptation to using 'Ammiyah in a new environment.

**Implications:** The results of this study are expected to provide insights for educational institutions in designing more effective 'Ammiyah language learning programs for foreign students in Egypt, as well as assist students in overcoming challenges related to acquiring the 'Ammiyah language in a new environment.

**Keywords:** 'Ammiyah language; psycho-sociolinguistics; problems of new Indonesian students

#### Article Info:

Received: 28 December 2024

Accepted: 15 February 2025

Published: 25 February 2025

#### How to cite:

Fahira, P., A., Setiyawan, A., Bastari, M., B., Alhanun, Z., Z., Padila, Y., M. (2025). Psycho-Sociolinguistic Barriers to Acquiring 'Ammiyah Language for New Indonesian Students in Egypt. *Al-Lisan: Jurnal Bahasa (e-Journal)*, 10(1), 72-84.

<https://doi.org/10.30603/al.v10i1.5953>

## 1. INTRODUCTION

Language is a social phenomenon that cannot be separated from human life as a social being. After learning the first or native language, it is necessary to also learn the second language and foreign languages. The second language is the language that is commonly used in society. Meanwhile, a foreign language is a language used by "foreign" people, namely outside the community or nation ([Acep, 2018](#)) and ([Ilyas et al., 2021](#)) They argue that this approach aligns more closely with the natural processes of language learning. From a psycholinguistic point of view, language acquisition and language teaching are different. Language acquisition involves the natural internalization of linguistic abilities ([Chaer, 2011](#)) and ([Zhang, 2022](#)).

The role of psycholinguistics in language learning is very important considering that meaningful language learning also includes language activities. Meanwhile, language activities are not only in the mechanistic area but also involve mentalism ([Nafi'ah & Setiyawan, 2024](#)). Arabic language learning for non-Arabs currently follows the teaching of foreign languages which is one of the fields of applied linguistic studies. As with learning other foreign languages, learning Arabic is influenced by modern linguistic and psychological theories originating from Western countries such as America, England, and Switzerland ([Rahmania et al., 2023](#)). Therefore, it is understandable why foreign languages are so important and a necessity for everyone ([Widodo et al., 2019](#)).

Arabic is the language of the Arabs and has become a language that everyone learns, even used as a curriculum in schools and madrassas ([Takdir, 2019](#)). Arabic has two dialects, namely Arabic Fushah and Arabic 'Amiyah. Arabic Fushah is a language used in the Qur'an, Hadith, and in scientific writings. Arabic 'Amiyah is a language that is often used in daily activities in informal or informal forms ([AR et al., 2021](#)). Arabic 'Amiyah in each country also has various versions according to the country and region that uses the language, so we can find the 'Ammiyah of Saudi Arabia, 'Ammiyah Sudan, 'Amiyah Egypt, and so on The Egyptian 'Ammiyah language is the oldest language still spoken by the inhabitants of the Arabian Peninsula ([Kadar et al., 2024](#)). Egypt is a country that is one of the oldest countries in the world ([Nanda et al., 2020](#)) the Egyptian Amiyah language appeared and was inaugurated in a city center that was then the capital of Islam in Egypt, namely Fustat ([Puji et al., 2016](#)).

Learning a new language can be a difficult process, especially for students learning Amiyah, a dialect of Arabic. Of all the Arabic dialects spoken, Egyptian Arabic is perhaps the most active and most recognizable ([Arifianto et al., 2023](#)). The main factor that causes difficulty in learning Amiyah is the influence of the learner's mother tongue. This suggests that new Amiyah students may face difficulties due to the differences between the mother tongue and the target language ([Gdański & Łockiewicz, n.d.](#)). These findings may be relevant to the mastery of the Amiyah language, as these languages may have similar structural complexities that can hinder the learning process. The role of individual differences in language learning has been well documented. The importance of considering certain learning difficulties such as language-related disorders in research and the pedagogy of second language acquisition ([Kormos, 2020](#)).

New students often face challenges in adapting to the local culture and language ([Yusef, 2023](#)) emphasizes that each individual must undergo an adaptation process when meeting a new culture to be able to interact effectively. Therefore, psychological and social support is needed to help students in their adaptation process. Students' lack of interest and motivation to learn is one of the factors that hinder the success of the learning process, including learning Arabic ([Saleh & Abidin, 2024](#)).

In addition, the sociolinguistic aspect of the 'Amiyah language can also affect its acquisition. (Nanda et al., 2020) found that Arabic 'Amiyah is considered a dialect rather than a separate language, which can affect the way the language is understood and learned by new students. (Yusuf, 2020) emphasizes the importance of incorporating lexical phrases and multi-unit expressions into language teaching, as they can facilitate the acquisition of a second language and the use of authentic literary texts, as suggested by (Gdański & Łockiewicz, n.d.), can improve language proficiency among upper-secondary learners.

## 1.1 Research Gap and Novelty

In a previous study on the research "Problems of Acquiring the 'Ammiyah Language in New Students in Egypt (Psycho-sociolinguistic Analysis)", several relevant studies have been conducted. Research conducted by (AR et al., 2021) which discusses the differences between Arabic Fushah and 'Ammiyah starting from their definitions, rules, and characteristics. There is also research (El IImi et al., n.d.) that explains the relationship between psycholinguistic science and communicative approaches, in essence in communication activities there is a process of producing and understanding speech, including communicating in Arabic, so learning Arabic requires an approach so that the learning process is more effective related to understanding language skills. In addition, there is a study from (Helwani Syafii, 2021) which describes the training activities for mastering the Arabic language 'Amiyah at the Al-Halimi Sesela Special Islamic Boarding School carried out in several stages starting from the preparation, implementation, and evaluation stages. The preparation stage involves the head of the Islamic boarding school collaborating with the implementation team in preparing activities, and at the implementation stage of the training process through face-to-face learning by involving many students and practicing Amiyah Arabic vocabulary in the process conversation, so that in the evaluation stage it touches on the aspect of mastery of vocabulary and fluency in using the vocabulary in a conversation.

Information from several previous studies will support and strengthen the findings in the ongoing research and provide a strong theoretical foundation. This research was conducted because of the limitations in the previous study, which focused on the acquisition of Arabic fusha as a second or foreign language. However, studies on the acquisition of the 'Amiyah dialect, especially the Egyptian 'Amiyah, are still relatively rare. Previous research tended to separate psycholinguistic and sociolinguistic approaches. The main purpose of this study is to analyze the problems faced by Egyptian students in the acquisition of the 'Ammiyah language with a psycho-sociolinguistic approach. This research is expected to provide an in-depth overview of the facts that affect their ability to master the 'Ammiyah language, as well as the implications it has for their academic success and social adaptation.

## 1.2 Research Question

The research question guiding this study is: What challenges do new Indonesian students face when adapting to the 'Ammiyah language in Egypt? By exploring these challenges, this study aims to provide insights that can help educational institutions develop more effective language support programs, ultimately facilitating a smoother linguistic and cultural transition for Indonesian students in Egypt.

## 2. METHODS

### 2.1 Research Design

This research used a qualitative approach (Tojo & Takagi, 2017) which aims to explain social phenomena with complex descriptions presented in words, conducting detailed views obtained from informant sources and carried out in a natural setting (Nina et al., 2022). This study used qualitative research because it wanted to know the phenomenon directly and in-depth (Husna, 2022). The reason researchers use case studies in this study is that researchers want to know the problems in using the 'Ammiyah language of new students in Egypt in their daily language use with residents. The approach is carried out using a case study approach, by using this case study approach, the researcher intends to focus on the acquisition and use of 'Ammiyah language in everyday contexts, not only in academic contexts. This case study allows the researcher to understand how new Egyptian students acquire 'Ammiyah language. Creswell defines a case study as an exploration of related systems (Ishtiaq, 2019). This form of case study is in the form of descriptive (Nuriman, 2021) and aims to describe a phenomenon, fact, or reality. The case discussed in this study is the problem experienced by new students in acquiring the 'Amiyah language in Egypt.

### 2.2 Research Subjects

This study focused on new Indonesian students who were enrolled at an Egyptian university. The participants selected for this research included 10 new Indonesian students who had just begun their studies at Al-Azhar University. Notably, these students had no prior exposure to the 'Ammiyah language before their arrival. All 10 participants were available and willing to take part in the research. The group comprises 10 individuals, consisting of 6 women and 4 men.

### 2.3 Research Procedures

In collecting data, this study used interview techniques. The type of interview used in this study is a semi-structured type of interview. The semi-structured interview contained a number of pre-planned questions but also allowed the flexibility to follow the flow of the conversation and explore the topics that arose during the interview (Annisa & Safii, 2023). Interviews were conducted online using WhatsApp. The number of questions in this study is 7 questions. This question is designed to explore information about the needs, motivations, challenges, and perceptions of new students regarding the acquisition of the 'Amiyah language in Egypt. For example, the questions that the researcher used were, 1. What are the characteristics of the Egyptian 'Ammiyah language, 2. What special vocabulary is often used in the 'Ammiyah language? The researchers conducted the study from mid-November through December 2024. After the data were collected, the analysis was carried out systematically using a qualitative approach. The interview data was analyzed by the content analysis method to identify the important points that emerged from the interview with the new students.

### 2.4 Research Instruments

The research instrument used in this study was an interview, designed with a semi-structured guide containing open-ended questions to allow for in-depth exploration of participants' responses. The data collection process involved direct conversations and asynchronous communication via WhatsApp chat, enabling flexibility in gathering information from new students in Egypt. WhatsApp was chosen as a medium due to its

accessibility, ease of use, and ability to facilitate both real-time and delayed responses, ensuring that participants could engage at their convenience. By utilizing this approach, the study aimed to capture rich and detailed insights while accommodating the participants' availability and communication preferences.

## 2.5 Data Analysis

The data analysis technique in this study uses interactive model data analysis from Miles and Huberman, namely data reduction, data display, and conclusion drawing analysis (Sugiyono, 2013). The data collected through interviews was then reduced to a simpler and more understandable form. For example: Difficulty understanding 'Ammiyah and Difficulty speaking 'Ammiyah. The reduced data is then presented in a more visual and understandable form, such as Difficulty understanding 'Ammiyah 40% and Difficulty speaking 'Ammiyah 60%. Based on the data analyzed, it can be concluded that new Egyptian students have difficulties in learning 'Ammiyah, especially in understanding and speaking the language. Therefore, efforts are needed to help new Egyptian students acquire the 'Ammiyah language, such as providing 'Ammiyah language courses. The data that has been obtained will then be simplified to make it easier to understand by using data reduction that takes place during research activities. Furthermore, the data that has been obtained will be presented in the form of a narrative using data presentation analysis techniques. The last stage of this data analysis is to conclude by making a statement formulation related to the problems of acquiring the 'Amiyah language in Egyptian new students.

## 3. FINDINGS AND DISCUSSION

### 3.1 Findings

Drawing from the interviews conducted with ten new Indonesian students in Egypt on the challenges they face in acquiring the 'Ammiyah language, the researchers gained valuable insights from the questions asked during the discussions, as detailed below.

#### Languages absorbed by Egyptian 'Amiyah

The informant said that the Egyptian Amiyah took the language of Turkish and French as follows:

**Table 1** Turkish Language Absorbed by 'Amiyah Language

Turkish	'Amiyah language	Indonesian Language
Oda	أوضة	Room
Boya	بوية	Paint
Basya	باشا	Calling honorable people

The table above shows some words from the Turkish language that were absorbed into 'The *Ammiyah* language (Egyptian Arabic dialect) and their meaning in the Indonesian language. The word "Oda" in Turkish has changed to "أوضة" in 'Ammiyah, which means "room" in Indonesian. The word "Boya", which means "paint" in Turkish, becomes "بوية" in 'Ammiyah with the same meaning, "paint" in Indonesian. While the word "Basya", that in Turkish is used as an honour title, and is borrowed in 'Ammiyah as "باشا", also to call honourable people. This phenomenon shows the influence of the Turkish language on 'Ammiyah, which happened because of the history and social interaction between Turkish and Egyptian people, especially in the Ottoman Empire period.



**Table 2** France language absorbed by 'Ammyah

French	'Ammyah language	Indonesian Language
Echarpe	إيشارب	Hijab
Direction	ديركسيون	Destination path

The table above shows some words from the French language that enter to 'Ammyah language (Egyptian Arabic dialect) and the meanings in the Indonesian language. The word "Echarpe" in French has changed to "إيشارب" in 'Ammyah, which means "hijab" in Indonesian. While the word "Direction", that in French mean "direction" or "destination", which becomes "ديركسيون" in 'Ammyah meaning "destination path" in Indonesian.

### Addition of Letter (ب) at The Beginning of The Verb

In the Egyptian 'Ammyah language, the addition of the letter (ب) at the beginning of a verb serves to indicate that the verb is in the present tense. Without this addition, the verb tends to carry a future meaning. For example, in the sentence "أظنك بتفهم أكثر", the verb "بتفهم" includes the letter (ب) at the beginning, which signifies that the action of understanding is happening in the present. In Indonesian, this sentence translates to "Saya pikir sekarang Anda sudah paham", emphasizing an ongoing state of comprehension. This linguistic feature highlights a key difference between Standard Arabic and the Egyptian 'Ammyah dialect in expressing tense distinctions.

### Addition of Letter (ح) to Verbs

In the Egyptian 'Ammyah language, the addition of the letter (ح) at the beginning of a verb indicates that an action is in progress or about to happen. This letter functions as a replacement for (س) and (سوف) in formal Arabic, which both carry the meaning of "will" in expressing future tense. For example, in the sentence "هناك حنشتري كل حاجة", the verb "حنشتري" begins with (ح), signifying an action that is going to take place. In Indonesian, this translates to "Di sana, kita akan membeli segalanya", emphasizing a planned or upcoming action. This linguistic feature showcases how Egyptian 'Ammyah simplifies and modifies verb structures to express future intentions.

### Addition of Letter (ش) at the End of a Verb

In the Egyptian 'Ammyah language, when a past or ongoing verb is negated using the word (م) at the beginning, the verb must end with the letter (ش). This negation structure is a distinctive feature of 'Ammyah and differs from formal Arabic. For example, in the sentence "أخويام حضوش ليم", the verb "حضوش" follows this pattern, where (م) is used at the beginning, and (ش) is added at the end to indicate negation. In Indonesian, this translates to "Saudaraku tidak datang hari ini", clearly conveying the negation of the action. This structure demonstrates a unique way in which Egyptian 'Ammyah modifies negation rules compared to Standard Arabic.

### Addition of the Letter (مش) Adjacent to (ما النافية)

In the Egyptian 'Ammyah language, the negation word (ما) is modified by deleting the (ل) and replacing the harakat on (م) with a *dhammah* forming (مش). This structure is used alongside nouns or verbs that describe an ongoing or future action. For example, in the sentence "إنت أنت مش فاهم حاجة", the word "مش" is placed before the verb "فاهم", indicating that the action of understanding is entirely negated. In Indonesian, this translates to "Kamu sama sekali tidak mengerti", emphasizing a total lack of comprehension. This feature highlights how 'Ammyah simplifies negation compared to Standard Arabic while maintaining clarity in communication.

### Letter (ق) Pronounced (ء) or (g)

In the Egyptian 'Ammiyah language, the classical Arabic letter (ق) is rarely pronounced as it is in formal Arabic. Instead, Egyptians tend to pronounce it as a *hamzah* (ء) or as "g" in certain regions. However, in writing, the letter (ق) remains unchanged. For example, in the sentence "قم يا حسن واقرا كتابك", the word "اقرا" is written with (ق) but is typically pronounced as "اقرا" with a hamzah sound. In Indonesian, this translates to "*Berdiri, Hasan, dan baca bukumu!*", indicating a command. This phonetic shift is one of the distinguishing features of Egyptian 'Ammiyah, making it distinct from Standard Arabic in both speech and pronunciation.

### Pronunciation of the Letter (ج) as (j) or (g)

In the Egyptian 'Ammiyah language, the classical Arabic letter (ج) is often pronounced differently from *Standard Arabic*. Instead of the usual /ʒ/ (as in "measure"), Egyptians commonly pronounce it as /g/, similar to the English "go." However, in writing, the letter (ج) remains unchanged. For example, in the sentence "القلم دة جميل جدا", the word "جميل" is pronounced "gamil" instead of "jamil", meaning "*Pulpen ini bagus*" in Indonesian. Similarly, in the phrase "على جنب يسطي", used to tell a driver to stop, the word "جنب" is pronounced as "gamb", meaning "*Berhenti di sini, sopir!*" in Indonesian. This phonetic variation is a key characteristic that distinguishes Egyptian 'Ammiyah from Standard Arabic.

### Pronunciation of the Letter (ظ) as (ض)

In the Egyptian 'Ammiyah language, the letter (ظ) is commonly pronounced as (ض) instead of its classical Arabic pronunciation. While some speakers still articulate it as (ظ), this is quite rare in everyday speech. For example, in the sentence "هدومي اليوم نظيفة", the word "نظيفة" is written with (ض) instead of (ظ), even though in Standard Arabic, it would typically be "نظيفة". In Indonesian, this translates to "*Pakaian saya bersih hari ini*", expressing cleanliness. This phonetic shift is a notable characteristic of Egyptian 'Ammiyah, simplifying pronunciation compared to Standard Arabic.

### Frequently Used Vocabulary in Daily Communication

Based on interviews with new students, it was found that they use certain vocabulary in their daily communication in Egypt. One of the common expressions frequently used is "ازيك" (*Izayyak*), which means "*Bagaimana kabarmu?*", serving as a greeting at the beginning of a conversation. Additionally, to ask someone's name, they use the phrase "اسمك ايه" (*Ismak eih*), meaning "*Siapa namamu?*". When inquiring about someone's place of residence, they ask "ساكن فين" (*Saakin Feyn*), which translates to "*Di mana kamu tinggal?*". In a shopping context, the question "بكم داه" (*Bikam dah*), meaning "*Berapa harganya?*", is commonly used to ask about the price of an item. Meanwhile, to ask what someone is currently doing, they say "بتعمل ايه؟" (*Bita'mil eh?*), which means "*Apa yang sedang kamu lakukan?*". This vocabulary reflects the practical communication style commonly used by new students in their daily interactions with native speakers of the Egyptian 'Ammiyah language.

### Anxiety Factors of New Students in Speaking 'Amiyah in Egypt

According to the explanations provided by informants, several anxiety-related factors experienced by new students in Egypt were generally addressed through "The limited vocabulary of 'Ammiyah they has, rarely communicating with native speakers, and more often communicating only within their circle of friends from Indonesia, lack of confidence in trying to communicate with native speakers, difficulty in understanding native speakers due to their fast and hard-to-understand dialects, especially for those who are still relatively new". Their fear of being misled by locals since they don't speak the language is another aspect

of their concern.

### Motivation and Learning Strategies of the 'Ammiyah Language Used

From the answers, each respondent had almost the same answer, namely, "Often memorizing the vocabulary of 'Amiyah, it can also be from often watching Egyptian 'Ammiyah language movies or listening to music, examples of songs such as Sherine Abdel Wahab, Amr Diab, Nancy Ajram, and others. Learning the basic rules of the 'Amiyah language, not hesitating to communicate with native speakers, and finally finding many friends from non-Indonesians. In addition, their intensity with native speakers is quite frequent because some of their homes are near the market area. There is no language learning here, language skills are each person's business. The learning environment there is very extraordinary, starting from lecture lecturers who use Arabic *fushah*, and hundreds of places to study with the community whose teaching and learning activities use Arabic *fushah* and 'Amiyah at the same time.

## 3.2 Discussion

### Problems of Acquiring the 'Amiyah Language

The acquisition of the *Amiyah* language by new students in Egypt is a complex challenge, involving various psycho-sociolinguistic aspects. The *Amiyah* language, as a form of Arabic used in everyday conversation, differs significantly from the formal Arabic language taught in educational institutions. This creates a gap between students' academic knowledge and daily communication needs, which can affect their adaptation process to a new environment (LI, 2019). One of the factors that contributes to this problem is the communicative approach in language learning. (El Ilmi et al., n.d.) communicative approach emphasizes mastery of language competencies that enable students to use language as an effective communication tool. In the context of the acquisition of the 'Amiyah language among new students in Egypt, there are several problems that can be analyzed from a psycho-sociolinguistic perspective. First, it is important to understand that, the acquisition of a second language such as, 'Amiyah is influenced by a variety of factors, including the social and psychological environment of the student. Research shows that intensive social interaction with native speakers can accelerate the process of language acquisition (Habibi et al., 2023) and (Saleh & Abidin, 2024). However, new students often have difficulty adapting to a new environment, which can hinder their ability to communicate effectively in 'Amiyah.

One of the main challenges faced by new students is language interference. In this context, interference from the student's mother tongue can affect the way they use 'Amiyah. For example, research on *Mandailing* language interference shows that bilingual speakers often experience difficulties in internalizing a second language due to the influence of their first language (Habibi et al., 2023). It is also relevant for new students in Egypt, where their language background can affect their ability to master 'Amiyah.

In addition, psychological factors such as academic stress also play an important role in language acquisition. Research shows that new students often experience stress related to adjusting themselves to a new academic environment (Kurniati & Hamidah, 2021) and (Arsanti, 2014). This stress can interfere with the learning process and language acquisition, so students may feel pressured and less motivated to practice speaking in 'Amiyah. Therefore, social support from peers and family is essential in helping new students cope with stress and adapt to their new environment (Natanael et al., 2023). In this case, the right learning approach is also needed to support new students in acquiring 'Amiyah. Effective and experience-based learning methods can increase student motivation and involvement in language learning (Abidin & Fahmi, 2023);(Khasanah, 2016). In addition, the use of



information and communication technology in language learning can provide wider access for students to practice and interact with native speakers ([Widyastuti & Novita, 2021](#)). Thus, a combination of social support, effective learning approaches, and awareness of language interference can help new students overcome the problems of acquiring 'Amiyah in Egypt.

### Individual Factors

The study found some of the main challenges faced by new students in the acquisition of the Amiyah language, including the influence of mother tongue (L1) on second language acquisition (L2): Several studies have shown that linguistic transfer from a student's mother tongue can significantly affect the acquisition of a second language, especially in the early stages of learning ([Gdański & Łockiewicz, n.d.](#)).

Complexity of language structures: Research shows that complex language structures, such as center-embedding constructions, can be challenging for students in processing and learning the target language ([Gao, 2014](#)). Individual differences in language learning: Individual factors, such as language learning difficulties related to disorders, can affect the process and outcome of second language acquisition ([Kormos, 2020](#)).

### Sociolinguistic Aspects of the Egyptian 'Amiyah Language

Sociolinguistics examines language as a social phenomenon shaped by various social factors, including social status, education, age, gender, social distance, and situational context. As a result, the focus of sociolinguistic research is primarily on how language is used in social interactions. As language users, humans are inherently social beings, and their interactions reflect the complexity of human social life. Given the vast nature of social life, the subjects of sociolinguistic study are equally diverse. ([Habibah et al., 2023](#)). Students come from diverse social and cultural backgrounds, which leads to varying experiences in learning and using formal Arabic (Fusha). Factors such as the language used at home, levels of proficiency, and the teaching methods employed contribute to the sociolinguistic challenges they face. Additionally, the differences between colloquial Arabic (Ammiyah) and formal Arabic (Fusha) create gaps in students' language proficiency ([Masitoh & Thoriqussuud, 2024](#)). The differences in language proficiency, the varying use of colloquial and formal Arabic, and the social environment that mainly uses Indonesian present challenges for new students in effective learning. To tackle these issues, a holistic approach is needed that encourages the involvement of new students, fostering a supportive learning environment for mastering colloquial Arabic.

In society, there must be various languages. B. Suhardi added that there are various types of languages in society, namely familiar, consultative, casual, official, and frozen. In the object of study of the Egyptian language 'Amiyah, it can be found that the language of 'Amiyah is included in the casual variety, not included in the official variety. If we look at the consultative variety, Egyptian 'Amiyah can also be categorized into this variety. Based on the functions obtained, the 'Amiyah language is a language that gets an image as a language that shows an atmosphere of family, brotherhood, and closeness ([Nanda et al., 2020](#)).

### The relationship of psycholinguistic science in learning the 'Ammiyah language

Psycholinguistics is a scientific discipline that studies language theories, aiming to explain the nature of language and how it is acquired from both linguistic and psychological perspectives. In this regard, several important points must be considered: 1) Linguistically accepted language refers to the effort to achieve harmony with linguistic principles in the development of language theory. This includes understanding the structure of language and how it is used in communication. 2) Nature of Language and Its Acquisition: Psycholinguistics focuses not only on the structure of language but also on explaining how

humans acquire and use language. This involves examining the psychological aspects of language learning, production, and comprehension. 3) Addressing Complex Language Learning Challenges: Psycholinguistics aims to contribute to solving complex problems related to human language learning. This encompasses the difficulties and challenges individuals face in understanding and using language. 4) Language Activities as Mental Processes: Language activities are viewed as more than mechanistic functions; they also involve mental processes that influence how we communicate and understand language (Romadhon et al., 2024).

In essence, in communication activities, there is a process of producing and understanding speech, including communicating in Arabic, especially the 'Amiyah language. It can be said that psycholinguistics is the study of the mental mechanisms that occur in people who use language, both at the time of producing and understanding speech. In other words, in the use of language, there is a process of turning thoughts into codes and turning codes into thoughts. Speech is a synthesis of the process of converting concepts into code, while the understanding of the message is the result of code analysis (El Ilmi et al., n.d.).

#### 4. CONCLUSIONS

Overall, the results of the study show that the acquisition of the 'Amiyah language by new students in Egypt is influenced by various linguistic, psychological, social, and institutional factors. Understanding these dynamics is essential for designing effective learning strategies and supporting students in their adaptation process. The acquisition of Amiyah by new students can be a complex and diverse process, which is influenced by various factors such as the learner's first language, language structure, individual differences, vocabulary and morphological acquisition, and sociolinguistic aspects. By understanding these challenges and incorporating effective teaching strategies, educators can better support new Amiyah language learners in their language learning journey. The drawback of this article is the lack of explanation regarding the psycho-sociolinguistics of acquiring 'Ammiyah language learning, and hopefully, future research can provide more references on this.

#### ACKNOWLEDGEMENTS

The completion of this research article would not have been possible without the support, guidance, and encouragement of various individuals and institutions. We would like to express our deep gratitude to those who have contributed to the completion of this article writing project. First of all, the author would like to express his gratitude and highest appreciation to the supervisor of the Psycho-Sociolinguistics course, Dr. Agung Setiyawan, S.Pd.I, M.Pd.I whose expertise, guidance, and support are irreplaceable throughout the writing process. His in-depth input and criticism significantly improved the quality of this article's writing. The author also thanked the informant of a new student from Indonesia who is currently running a lecture in Egypt, who has provided information to the author to complete a series of processes for writing this article.

#### REFERENCES

- Abdul Chaer. (2011). *Psikolinguistik kajian teoritik* (2nd ed.). PT Rineka Cipta. [https://books.google.co.id/books/about/Psikolinguistik.html?id=3EyXAAAACAAJ&redir\\_esc=y](https://books.google.co.id/books/about/Psikolinguistik.html?id=3EyXAAAACAAJ&redir_esc=y)
- Abidin, Z., & Fahmi, A. B. (2023). Pemerolehan bahasa kedua model terpimpin: Pembelajaran bahasa Arab di ranting Muhammadiyah Mekarjaya oleh ustadz Kahar

- Chalasta. *Al-Ittijah : Jurnal Keilmuan Dan Kependidikan Bahasa Arab*, 14(1), 34–50. <https://doi.org/10.32678/al-ittijah.v14i1.5699>
- Acep Hermawan. (2018). *Metodologi pembelajaran bahasa Arab* (E. Kuswandi, Ed.; 5th ed.). PT Remaja Rosdakarya. <https://onesearch.id/Record/IOS4644.slims-70232/Details>
- Annisa, M. N., & Safii, R. (2023). Analisis kebutuhan belajar bahasa Arab sebagai bahasa asing dalam Konteks pendidikan tinggi. *ELOQUENCE : Journal of Foreign Language*, 2(2), 313–328. <https://doi.org/10.58194/eloquence.v2i2.861>
- AR, A., Munawwir, A., & Nurlathifah. (2021). Memahami perbedaan antara bahasa Arab Fushah dan 'Ammiyah. *bahasa Arab NASKHI Jurnal Kajian Pendidikan dan Bahasa Arab*, 3(1). <https://doi.org/http://dx.doi.org/10.47435/naskhi.v3i1.543>
- Arifianto, M. L., Izzudin, I. F., & Mujahidah, Z. A. (2023). Investigating the existence of Egyptian colloquial Arabic (ECA) in the language learning context. *LISANIA: Journal of Arabic Education and Literature*, 7(2), 133–147. <https://doi.org/10.18326/lisania.v7i2.133-147>
- Gao, Q.-Q. (2014). Chinese EFL learners' acquisition of English relative clauses. *International Journal of English Linguistics*, 4(3). <https://doi.org/10.5539/ijel.v4n3p82>
- Łockiewicz, M., & Jaskulska, M. (2017). Polish as L1, English as L2: the linguistic transfer impact on Second Language Acquisition stemming from the interlingual differences: implications for young learners education. *Problemy Wczesnej Edukacji*, 37(2), 68–76. <https://doi.org/10.5604/01.3001.0010.5589>
- Habibah, I. F., Fahmi, A. A., Fitrah, I. J., Ichwani, I., & Wargadinata, W. (2023). Sociolinguistik dalam proses pembelajaran bahasa serta kaitannya dengan pendidikan bahasa Arab. *Maharaat Lughawiyat*, 2(3), 182–196. <http://urj.uin-malang.ac.id/index.php/JPBA>
- Habibi, M., Iskandar, P. A., Chandra, & Suriani, A. (2023). Analisis deskriptif teori pemerolehan bahasa kedua Dailatus Syamsiyah. *Basastra*, 11(1). <https://doi.org/10.20961/basastra.v11i1.72104>
- Helwani Syafii, A. (2021). Pelatihan penggunaan bahasa Arab Ammiyah sebagai upaya peningkatan kemampuan komunikasi bahasa Arab di desa Sesela Lombok Barat NTB. *Indonesian Journal Of Community Service*, 1. <https://ijocs.rcipublisher.org/index.php/ijocs/article/view/52>
- Husna, N. (2022). Implementasi metode al-miftah lil 'ulum untuk membaca kitab kuning di pesantren Roudlatul 'Ulum Karang Tanjung Kebumen. *Jurnal AL-HIKMAH*, 4(2).
- Ilyas, S., Khaliq, A., & Ahmad, R. (2021). The Impact of communicative language teaching: A study at university level in Bahawalpur. *Global Language Review*, VI(1), 290–297. [https://doi.org/10.31703/qlr.2021\(vi-i\).31](https://doi.org/10.31703/qlr.2021(vi-i).31)
- Ishtiaq, M. (2019). Book Review Creswell, J. W. (2014). *Research design: qualitative, quantitative and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage. *English Language Teaching*, 12(5), 40. <https://doi.org/10.5539/elt.v12n5p40>
- Kadar, H., Pratama, B., & Yusri, I. (2024). Arabic language variation: Azharian students' perspectives on Fushhâ and 'Âmmiyah. *Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 11(1), 60–71. <https://doi.org/10.15408/a.v11i1.39434>
- Khasanah, N. (2016). *Pembelajaran bahasa Arab sebagai bahasa kedua (Uregensi bahasa Arab dan pembelajarannya di Indonesia)*. 3(2). <https://doi.org/https://doi.org/10.33507/an-nidzam.v3i2.16>
- Kormos, J. (2020). Specific learning difficulties in second language learning and teaching. *Language Teaching*, 53(2), 129–143. <https://doi.org/10.1017/S0261444819000442>
- Kurniati, K., & Hamidah, &. (2021). Pengaruh penyesuaian diri terhadap stres mahasiswa baru Fakultas Kedokteran di masa pandemi Covid-19. *BRPKM*, 1(1). <https://doi.org/https://doi.org/10.20473/brpkm.v1i1.26804>

- LI, Q. (2019). Formal instruction in second language teaching. *Contemporary research in Education and English Language Teaching*, 1(3), 36–40. <https://doi.org/10.33094/26410230.2019.13.36.40>
- Masitoh, R., & Thoriqussuud, M. (2024). *Kajian sociolinguistik pengguna bahasa Arab di sekolah Indonesia Jeddah: Perspektif guru dan siswa*. <https://proceedings.uinsa.ac.id/index.php/knm-bsa/article/download/2639/1778/>
- Nafi'ah, H., & Setiyawan, A. (2024). Psycholinguistics in 21st century Arabic Language Learning. *Kalamuna: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, 5(1), 109–121. <https://doi.org/10.52593/klm.05.1.08>
- Nanda, F., Astari, R., & Seman, H. M. Bin. (2020). The Pronunciation of Egyptian Arabic and its aspect of sociolinguistic. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 12(2), 340–356. <https://doi.org/10.24042/albayan.v12i2.5784>
- Natanael, Y., Rizal Ansori, M., Salsabilla, R., & Rijllul Haq, R. (2023). Identifikasi dukungan keluarga sebagai moderator antara intrusi dan stres identification of family support as a moderator between intrusion and stress. *Motiva : Jurnal Psikologi*, 6(2), 132–142. <https://doi.org/https://doi.org/10.31293/mv.v6i2.6760>
- Nina Adlini, M., Hanifa Dinda, A., Yulinda, S., Chotimah, O., & Julia Merliyana, S. (2022). Metode penelitian kualitatif studi pustaka. *EDUMASPUL*, 6(1), 974–980. <https://doi.org/10.33487/edumaspul.v6i1.3394>
- Nuriman. (2021). *Memahami metodologi studi kasus, grounded theory, dan mixed method* (1st ed.). Kencana. [https://books.google.co.id/books/about/Memahami\\_Metodologi\\_Studi\\_Kasus\\_Ground\\_ed.html?id=hUVIEAAQBAJ&redir\\_esc=y](https://books.google.co.id/books/about/Memahami_Metodologi_Studi_Kasus_Ground_ed.html?id=hUVIEAAQBAJ&redir_esc=y)
- Puji Pancarani, A., Mardiah, Z., & Ayu Miranda, A. (2016). Bahasa Amiyah Mesir (Sejarah, kaidah, dan perbedaannya dengan bahasa Arab klasik). *Jurnal Al-Azhar Indonesia*, 3(3). <https://doi.org/https://dx.doi.org/10.36722/sh.v3i3.208>
- Rahmania Zulfa, D., Dania, I., (2023). *Pembelajaran bahasa Arab berbasis pendekatan psikolinguistik implikasi dan implementasinya Ihtimam: Jurnal Pendidikan Bahasa Arab* (Vol. 6, Issue 1). <https://doi.org/10.36668/jih.v6i1.449>
- Romadhon, N. N. D., Ramadhani, G. F., Langkau, H. M., & Fikri, S. (2024). Psiko-Sosio linguistik dalam pembelajaran bahasa Arab di Muhammadiyah boarding school Cepu. *Al-Mi'yar*, 7(1), 117–140. <https://doi.org/10.35931/am.v7i1>
- Saleh, U. S., & Abidin, M. (2024). The impact of the best speaker program and students' learning interest on Arabic speaking skills. *Al-Lisan*, 9(2), 218–238. <https://doi.org/10.30603/al.v9i2.5010>
- Sugiyono. (2013). *Metode penelitian kuantitatif kualitatif dan R&D* (19th ed.). Alfabeta, CV. <https://onesearch.id/Record/IOS2726.slims-30031/TOC>
- Suryani, K. (2022). Hubungan ilmu Psikolinguistik dengan pendekatan komunikatif dalam pembelajaran bahasa Arab. *Dar El-Ilmi: Jurnal Studi Keagamaan, Pendidikan Dan Humaniora*, 9(2), 133-152. <https://doi.org/https://doi.org/10.52166/darelilmi.v9i2.3514>
- Takdir. (2019). Metodologi pembelajaran bahasa Arab (Analisis pendekatan quantum). *NASKHI*, 1(1), 1. <https://doi.org/https://doi.org/10.47435/naskhi.v1i1.65>
- Tojo, H., & Takagi, A. (2017). Trends in qualitative research in three major language teaching and learning journals, 2006–2015. *International Journal of English Language Teaching*, 4(1), 37. <https://doi.org/10.5430/ijelt.v4n1p37>
- Widodo, S. A., Setiyawan, A., & Zahida, A. (2019). Foreign language learning management for world class university ranking (Comparative study between State Islamic University (UIN) Sunan Kalijaga Yogyakarta and the University of Malaya (UM) Malaysia). *Jurnal Pendidikan Islam*, 7(2), 337–359. <https://doi.org/10.14421/jpi.2018.72.337-359>



- Widyastuti, M., & Novita, R. (2021). Utilization of Information and Communication Technology (ICT) in enhancing superior and quality human resources Case study. *CONSEN*, 1(1), 9–17. <https://doi.org/10.24014/consen.v2i2.xxxx>
- Yusef, Y. firdaus ridhwanul jabbar. (2023). Adaptasi komunikasi mahasiswa dalam menghadapi kuliah luring. *Bandung Conference Series: Public Relations*, 3(2), 591–597. <https://doi.org/10.29313/bcspr.v3i2.8322>
- Yusuf, N. H. (2020). Lexical phrases: An essential brain-adaptive requisite for second language acquisition. *International Journal of Linguistics*, 12(3), 153. <https://doi.org/10.5296/ijl.v12i3.17260>
- Zhang, J. (2022). Learning Interest: A review of studies and implications for future research directions in second language acquisition. *Teacher Education and Curriculum Studies*, 7(1), 15. <https://doi.org/10.11648/j.tecs.20220701.13>