



Dynamics of Multilingual Environment in the Development of Students' Speaking Skills in Indonesian for Foreign Speakers

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ABSTRACT

This study aims to describe the dynamics of a multilingual environment and its role in developing Indonesian speaking skills of students in the Indonesian for Foreign Speakers (BIPA) program. The research was conducted at Universitas Muhammadiyah Purwokerto in the 2024/2025 academic year. The population of this study consisted of all foreign students enrolled in the BIPA program at Universitas Muhammadiyah Purwokerto, with the sample selected purposively, namely students who actively participated in BIPA classes and interacted with the campus environment and surrounding community. This study employed a qualitative method with a case study design. The research instruments included semi-structured interview guidelines and observation sheets. Data were analyzed qualitatively using thematic analysis through the stages of data reduction, data display, and conclusion drawing. The findings indicate that BIPA students are situated in a multilingual environment involving the use of Indonesian, local languages, and foreign languages. The environment functions as a source of language acquisition through out-of-class interactions, particularly through imitation and repetition. Formal learning provides linguistic foundations, while naturalistic learning supports speaking fluency and confidence. However, the dominance of local languages and affective factors pose challenges in oral communication.

Keywords: multilingual environment, students' speaking skills, Indonesia for foreign speakers

Dinamika Lingkungan Multibahasa dalam Pengembangan Kemampuan Berbicara Mahasiswa Bahasa Indonesia bagi Penutur Asing

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan dinamika lingkungan multibahasa serta perannya dalam pengembangan kemampuan berbicara Bahasa Indonesia mahasiswa Bahasa Indonesia bagi Penutur Asing (BIPA). Penelitian dilaksanakan di Universitas Muhammadiyah Purwokerto pada tahun akademik 2024/2025. Populasi penelitian ini adalah seluruh mahasiswa penutur asing peserta program BIPA di Universitas Muhammadiyah Purwokerto, dengan sampel ditentukan secara purposive, yaitu mahasiswa yang aktif mengikuti pembelajaran BIPA dan berinteraksi dengan lingkungan kampus serta masyarakat sekitar. Metode penelitian yang digunakan adalah metode kualitatif dengan desain studi kasus. Instrumen penelitian berupa pedoman wawancara semi-terstruktur dan lembar observasi. Analisis data dilakukan secara kualitatif melalui teknik analisis tematik yang meliputi tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa mahasiswa BIPA berada dalam lingkungan multibahasa yang melibatkan penggunaan Bahasa Indonesia, bahasa daerah, dan bahasa asing. Lingkungan tersebut berperan sebagai sumber pemerolehan bahasa melalui interaksi di luar kelas, khususnya melalui proses peniruan dan pengulangan. Pembelajaran formal memberikan dasar linguistik, sedangkan pembelajaran naturalistik mendukung kelancaran dan kepercayaan diri berbicara. Namun, dominasi bahasa daerah dan faktor afektif menjadi tantangan dalam komunikasi lisan.

Kata kunci: dinamika lingkungan multibahasa, kemampuan berbicara, mahasiswa, BIPA

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INTRODUCTION

Language plays a vital role in human life as a means of communication, a builder of social relations, and a marker of a society's cultural identity. Language is an inseparable part of culture and serves as a marker of a social group's identity (Ayatrohaedi, 1983). Through language, humans can effectively convey thoughts, ideas, intentions, and feelings in various contexts. One key aspect of language use is speaking ability, a productive language skill that enables speakers to verbally express ideas and thoughts in communicative interactions (Widya, 2019).

In the speaking process, the successful delivery of ideas is not solely determined by language proficiency but is also influenced by various factors. Arsjad and Mukti (1993) suggest that factors influencing speaking skills can be classified into two categories: linguistic factors and non-linguistic factors (Unsa Maulana et al., 2021). Linguistic factors include accuracy of pronunciation, use of stress, tone, tense, and duration, word choice (diction), appropriate sentence structure, and appropriateness of the topic of conversation. Meanwhile, non-linguistic factors include body posture, gaze direction, the ability to respect others' opinions, the use of facial expressions and gestures, volume control, fluency, and the relevance and reasoning of speech. In line with this, Brown (2004) differentiates speaking skill assessment into microskills and macroskills, encompassing linguistic elements, fluency, discourse cohesion, language functions, nonverbal communication, and the communication strategies employed by the speaker.

With the advancement of globalization, language use is no longer limited to native speakers but has also expanded to include foreign speakers as a means of cross-cultural interaction. In a global context, Indonesian gained international recognition when UNESCO officially designated it as the world's 10th official language at its General Assembly on November 20, 2023 (Ministry of Education and Culture, 2025). This recognition strengthens Indonesian's position globally and increases the demand for Indonesian language learn-

ing for foreign speakers through the Indonesian Language for Foreign Speakers (BIPA) program. The BIPA program aims to equip foreign speakers with the ability to communicate actively in accordance with the Indonesian social and cultural context (Ministry of Education and Culture of the Republic of Indonesia, 2020).

Muhammadiyah University of Purwokerto (UMP) is one of the universities that consistently hosts the BIPA program and accepts international students from various countries, such as Sudan, Egypt, Thailand, Tajikistan, and others. International students participating in the BIPA program at UMP are placed in a multilingual environment, a social situation involving the use of two or more languages side by side in a single interaction space (Baker, 2011). This multilingual environment allows for interaction between various language codes, making the language acquisition process more dynamic and complex (Kerekes 2023). In this environment, international students are exposed not only to Indonesian but also to regional languages ??such as Javanese and Sundanese, as well as other foreign languages such as English, Arabic, and Malay.

Speaking ability does not develop automatically but is influenced by the language environment as the primary source of linguistic exposure. In input-based language acquisition theory, the behaviorist perspective places the linguistic environment as the primary determinant of language acquisition. Learners are viewed as language-producing machines who acquire language through imitation and repetition of linguistic stimuli received from their social environment. Language is considered a habit formed through interaction, reinforcement, and repeated practice (Chaer & Agustina, 2004). Therefore, the more intensely learners are exposed to and use the target language, the stronger the language habit becomes.

In line with this view, Ellis (1994) distinguishes two main types of language learning: formal learning and naturalistic learning. Formal learning takes place in a structured classroom under the guidance of an instructor, while naturalis-



tic learning occurs naturally through social interactions within the community. In the context of a multilingual campus environment, these two types of learning occur simultaneously. International students acquire Indonesian not only through formal learning in BIPA classes, but also through daily interactions with peers and the surrounding community.

However, in practice, it has been found that some international students have mastered Indonesian vocabulary theoretically but experience difficulties when interacting directly with the community. The dominance of regional languages ??in everyday communication often leads to confusion, language interference, and hesitation in speaking. Furthermore, variations in the living environment also influence the intensity of Indonesian use. International students living in homogeneous dormitories tend to use their mother tongue, while students living in heterogeneous boarding houses have broader opportunities for interaction, although they still face the challenge of regional language dominance.

Several previous studies have emphasized the importance of the language environment in developing speaking skills. Utami and Hidayat (2024) and Azkiyah et al. (2025) demonstrated that a conducive language environment significantly influences speaking skills through the development of formal and informal use of the target language. Gotama (2023) emphasized that formal and informal environments complement each other in second language acquisition, while Dhifa et al. (2022) highlighted the role of affective factors such as self-confidence and anxiety in speaking ability. However, most of these studies focused on Arabic and homogeneous educational contexts such as Islamic boarding schools (*pesantren*) or *madrasahs* (*madrasahs*), and tended to separate the study of environmental and psychological factors.

Based on these studies, a research gap remains: there is a lack of studies that explicitly explore the dynamics of a multilingual environment in developing the Indonesian language speaking skills of non-native speakers in higher education,

particularly at Muhammadiyah University of Purwokerto. Furthermore, there is limited research that explores how social interactions, academic culture, and linguistic adaptation in a multilingual campus environment shape the speaking experiences of Indonesian-speaking students in depth from their own perspectives.

Therefore, this study aims to qualitatively describe and understand the dynamics of the multilingual environment and its role in the development of the Indonesian language speaking skills of BIPA students at Muhammadiyah University of Purwokerto. The research problem formulation focuses on: (1) the characteristics of the multilingual environment experienced by BIPA students, (2) how BIPA students interpret the role of this environment in the process of speaking Indonesian, and (3) the challenges and strategies used by students in dealing with multilingual conditions. The novelty of this study lies in its qualitative approach, which places the subjective experiences of BIPA students at the center of the analysis, thus providing a contextual understanding of the relationship between the multilingual environment and the ability to speak Indonesian as a second language in a higher education environment.

METHOD

This study uses a qualitative approach with a case study design to in-depth examine the dynamics of the multilingual environment and its influence on the Indonesian language speaking skills of BIPA students at Muhammadiyah University of Purwokerto. The qualitative approach was chosen because this study focuses on understanding the experiences, language practices, and meanings constructed by international students in social and academic interactions (Creswell, 2014; Razak, 2017; Sudaryanto, 2015).

A case study design allows researchers to explore linguistic phenomena contextually and holistically within a specific location (Yin, 2018). The research was conducted at the Muhammadiyah University of Purwokerto, encompassing the BIPA classroom, the international student dormitory, and

the surrounding community. The subjects were non-native-speaking students participating in the BIPA program from various linguistic and cultural backgrounds. Informants were selected purposively, with the following criteria: (1) active BIPA program students, (2) frequent interactions with the local community, and (3) willingness to provide in-depth information. This technique was used to ensure the data obtained were relevant and informative (Patton, 2015).

Data collection techniques included observation, semi-structured interviews, documentation, and data transcription. Observations were conducted to observe students' language practices in natural situations, such as interactions with peers, lecturers, vendors, and the surrounding community. Observations aimed to capture authentic language behavior in real social contexts (Sugiyono, 2019). Semi-structured interviews were used to explore students' subjective experiences regarding the use of Indonesian in a multilingual environment, including perceptions of regional language dominance, speaking barriers, and communication strategies used. This interview method was chosen because it provided flexibility for informants to express personal experiences in depth (Creswell, 2014).

All interview data were recorded with the informants' consent and transcribed verbatim to maintain the integrity of the meaning of the utterances. Interview transcripts were used as the primary data in the analysis process because they allowed researchers to systematically code and explore thematic patterns emerging from the informants' narratives (Miles & Huberman, 2014). Documentation was used as supporting data in the form of BIPA activity notes, participant profiles, and relevant academic contexts to strengthen the interpretation of the field data (Arikunto, 2019).

Data analysis was conducted interactively and thematically through the stages of data reduction, data presentation, and conclusion drawing (Miles & Huberman, 2014). Observational data and interview transcripts were coded to identify key patterns, categories, and themes related to the multi-

lingual environment and Indonesian speaking ability. Data validity was maintained through triangulation of techniques and sources, as well as member checking with informants to ensure the accuracy and consistency of the researcher's interpretations with the participants' experiences.

RESULTS

Based on in-depth interviews with Marie Annick Razafindrambinina, a non-native-speaking student participating in the BIPA program at Muhammadiyah University of Purwokerto, who is from Madagascar, speaks Malagasy, speaks French, has studied Indonesian for seven months, and lives in a boarding house during her time in Purwokerto, several findings were obtained that describe language experiences in a multilingual environment. The interview data were analyzed and grouped into several themes according to the research focus, including multilingual environments, environment-based language acquisition, formal and naturalistic learning, speaking skills, and communication challenges and strategies.

The analysis yielded 19 data points representing the dynamics of language use and the development of Indonesian speaking skills among BIPA students. Details of these findings are presented in the following

- 1) Data-I code: MB1/W/LM1. Theme: Multilingual Environment (Baker, 2011; Kerekes et al., 2023). Interview Results Quotes: "On campus, I often hear Indonesian, but many people also speak Javanese. Sometimes I get confused because I don't understand everything."
- 2) MB1/W/LM2. Theme: Language Use in Social Context (Baker, 2011). Interview Results Quotes: "In class, I use Indonesian. In my boarding house, they also use Indonesian, but when people speak Javanese, I just listen."
- 3) MB1/W/LM3. Theme: Language Contact and Regional Languages (Kerekes et al., 2023). Interview Results Quotes: "I often hear Javanese. At first, I was surprised be-



- cause it's so different from Indonesian."
- 4) MB1/W/LM4. Theme: Environment as a Supporting Factor in Language Acquisition (Baker, 2011). Interview Results Quotes: "I think my environment is quite helpful in learning Indonesian, because I have to speak it every day."
 - 5) MB1/W/IN1. Theme: Environment-Based Language Acquisition (Input) (Chaer & Agustina, 2004). Interview Results Quotes: "I learned to speak by chatting with my landlady, friends, and people around campus."
 - 6) MB1/W/IN2. Theme: Imitation as a Language Acquisition Process (Chaer & Agustina, 2004). Interview Results Quotes: "I often imitate the words Indonesians use, and then I try to use them myself."
 - 7) MB1/W/IN3. Theme: Repetition and Formation of Language Habits (Chaer & Agustina, 2004). Interview Results Quotes: "If I hear a word often, I remember it better and am more confident in saying it."
 - 8) MB1/W/IN4. Theme: The Role of the Environment in Speech Production (Chaer & Agustina, 2004). Interview Results Quotes: "The environment is very important. If there's no one to talk to, it's hard for me to practice."
 - 9) MB1/W/PN1. Theme: Formal Second Language Learning (Ellis, 1994) "In BIPA class, I learn slowly, learning words and sentences. That helps me understand."
 - 10) MB1/W/PN2. Theme: Naturalistic Learning (Ellis, 1994). Interview Results Quotes: "Outside of class, I have to speak directly. So sometimes I make mistakes, but I become more fluent."
 - 11) MB1/W/PN3. Theme: Relationship between Formal and Naturalistic Learning (Ellis, 1994). Interview Results Quotes: "I think classes are important, but talking to people everyday makes me more fluent."
 - 12) MB1/W/KB1. Theme: Linguistic Factors in Speaking (Arsjad & Mukti, 1993). Interview Results Quotes: "The hard part is speaking quickly and using long words."
 - 13) MB1/W/KB2. Theme: Fluency in Informal Situations (Brown, 2001). Interview Results Quotes: "When I have casual conversations, I speak more confidently, although I still make a lot of mistakes."
 - 14) MB1/W/KB3. Theme: Non-linguistic Factors (Self-Confidence) (Arsjad & Mukti, 1993; Brown, 2001). Interview Results Quotes: "If people are patient and listen to me, I become more confident."
 - 15) MB1/W/TS1. Theme: Language Interference and Affective Barriers (Brown, 2001). Interview Results Quotes: "If people use Javanese, I often remain silent, afraid of giving the wrong answer."
 - 16) MB1/W/TS2. Theme: Clarification Strategies in Communication (Brown, 2001). Interview Results Quotes: "If I don't understand, I ask for it again or say it slowly."
 - 17) MB1/W/TS3. Theme: Oral Communication Strategies (Brown, 2001). Interview Results Quotes: "I use simple words, sometimes I use my hands to help people understand."
 - 18) MB1/W/RF1. Theme: Ideal Language Environment for Indonesian Language Learners (Baker, 2011). Interview Results Quotes: "In my opinion, a good environment is one where people are willing to use Indonesian with foreign students."
 - 19) MB1/W/RF2. Theme: Strengthening Practice-Based Learning (Ellis, 1994). Interview Results Quotes: "The BIPA program should encourage students to talk more outside the classroom."

DISCUSSION

1. The Dynamics of a Multilingual Environment in the Lives of BIPA Students

Interview results indicate that BIPA students at Muhammadiyah University of Purwokerto live in a complex multilingual environment, characterized by the use of Indonesian, regional languages (especially Javanese), and foreign languages within a single interaction space. This situation aligns with Baker's (2011) view, which states that a multilingual environment is a social situation that allows more than one language to coexist in everyday life. The presence of these multiple languages creates a rich linguistic exposure, but also demands a high level of adaptability from non-native speakers.

BIPA students perceive the multilingual environment as an inseparable reality of campus life. The use of regional languages by the community around campus and their residences is a characteristic that distinguishes learning Indonesian in the classroom from language practice outside the classroom. This finding supports the opinion of Kerekes et al. (2023) that multilingual interactions in social spaces can enrich language experiences but also have the potential to cause confusion for second language learners who are still in the early stages of language acquisition.

2. The Role of the Environment as a Source for Indonesian Language Acquisition

The social environment has been shown to play a significant role in BIPA students' acquisition of Indonesian speaking skills. Daily interactions with friends, landlords, and the surrounding community serve as the primary source of language input outside of formal learning. This finding aligns with the behaviorist theory of environment-based language acquisition, which places linguistic input and repetition as the primary factors in the formation of language habits (Chaer & Agustina, 2004).

BIPA students actively imitate words and phrases they frequently hear in daily interactions,

then reuse them in other communication situations. This process of imitation and repetition demonstrates that the environment serves not only as a place for practice but also as a medium for language internalization. Thus, intense exposure to the target language in the social environment directly contributes to students' increased confidence and fluency in speaking.

3. Formal and Naturalistic Learning in Developing Speaking Skills

Research findings indicate that formal learning in BIPA classes and naturalistic learning outside of the classroom have complementary roles. Formal learning provides a linguistic foundation in the form of vocabulary, sentence structure, and grammatical understanding, while naturalistic learning contributes to fluency, spontaneity, and confidence in speaking. This aligns with Ellis's (1994) view, which distinguishes language learning into formal and naturalistic learning, both of which play an important role in second language acquisition.

BIPA students consider everyday interactions to be both more challenging and more effective in improving speaking skills because they require direct and contextual language use. Language errors that occur in naturalistic interactions are actually part of the learning process, not obstacles. Thus, a multilingual campus environment serves as an authentic learning space for BIPA students.

4. Challenges of Speaking in a Multilingual Environment

Although a multilingual environment provides learning opportunities, this study identified challenges faced by BIPA students, particularly the dominance of regional languages in everyday communication. The use of Javanese in informal interactions often makes students hesitant to engage in conversation. This situation indicates that multilingual environments do not always automatically support the use of the target language.

In addition to linguistic factors, affective factors such as fear of making mistakes and lack of self-confidence also influence students' speaking



abilities. This finding aligns with the opinions of Arsjad and Mukti (1993) and Brown (2001), who emphasized that speaking success is determined not only by language proficiency, but also by non-linguistic aspects such as attitude, courage, and the response of the interlocutor.

5. BIPA Students' Communication Strategies in Facing Multilingual Environments

To overcome language limitations, BIPA students employ various communication strategies, such as choosing simple vocabulary, asking the interlocutor to repeat what they have said, and utilizing body language. These strategies demonstrate communicative awareness and active efforts by students to maintain ongoing interactions. Brown (2001) states that communication strategies are part of the macroskill of speaking that enable speakers to convey messages despite linguistic limitations.

The use of these communication strategies helps students remain engaged in social interactions and broadens their language experience. Thus, the challenges that arise in a multilingual environment do not completely hinder language acquisition, but can actually encourage students to develop adaptive communication strategies.

6. Implications of a Multilingual Environment for BIPA Program Development

Based on the results and discussion, a multilingual environment plays a strategic role in developing BIPA students' Indonesian speaking skills. A supportive environment, particularly one that provides space for consistent use of Indonesian and does not excessively mix regional languages, can accelerate the language acquisition process. Therefore, the BIPA program needs to integrate formal learning with environment-based activities, such as speaking practice outside of class, language communities, and mentored interactions with local speakers.

By optimizing the role of a multilingual environment, BIPA learning will not only focus on linguistic aspects but also on authentic and contextual communication experiences. This approach is expected to improve BIPA students' speaking skills more effectively and sustainably.

CONCLUSION

Based on the research results and discussion, it can be concluded that BIPA students at Muhammadiyah University of Purwokerto are in a multilingual environment that involves the use of Indonesian, regional languages, and foreign languages in their daily lives. This multilingual environment provides diverse linguistic exposure while simultaneously demanding language adaptation skills for non-native speakers. The environment serves as a primary source for Indonesian language acquisition through social interactions outside the classroom, particularly through imitation and repetition.

Formal learning in BIPA classes serves as a linguistic foundation that supports vocabulary and language structure, while naturalistic learning through daily interactions contributes significantly to fluency and speaking confidence. However, the dominant use of regional languages and affective factors, such as fear of making mistakes and lack of self-confidence, remain challenges in developing BIPA students' speaking skills.

To overcome these challenges, BIPA students employ various communication strategies, including using simple vocabulary, asking for clarification, and utilizing body language. Therefore, optimizing a language environment that supports the consistent use of Indonesian and integrating practice-based learning outside the classroom are crucial factors in improving BIPA students' speaking skills in a university environment.

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