


Application of The Audiolingual Method in Learning Arabic Speaking Skills

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INFORMASI ARTIKEL	ABSTRAK
<p>Article History: Submitted: 31 Maret 2024 Revised: 03 April 2024 Accepted: 07 April 2024 Published: 29 Mei 2024</p> <p>Kata Kunci: Metode Audiolingual; Keterampilan Berbicara; Bahasa Arab.</p>	<p>Metode audiolingual digunakan dalam penelitian ini sebagai salah satu cara pelaksanaan pembelajaran Keterampilan Berbicara Bahasa Arab. Metode Audiolingual dapat melatih daya ingat dan pengucapan, sehingga siswa dapat memiliki pengucapan yang baik dan terampil dalam membuat pola kalimat yang telah dipraktikkan. Hal ini memungkinkan mereka untuk melakukan komunikasi lisan dengan benar saat mereka berlatih mendengarkan dan berbicara. Penelitian ini bertujuan untuk menyelidiki: 1) Penggunaan metode audiolingual dalam pembelajaran keterampilan berbahasa Arab di kelas Psikologi 1 PKPBA UIN Maulana Malik Ibrahim Malang Tahun Akademik 2023-2024; 2) faktor-faktor pendukung dan penghambat metode audiolingual dalam pembelajaran keterampilan berbicara bahasa Arab; 3) Tanggapan siswa terhadap penerapan metode audiolingual. Metode yang digunakan dalam penelitian ini adalah kualitatif, dan instrumen penelitian meliputi wawancara, observasi, dan dokumentasi. Hasil penelitian menunjukkan bahwa: 1) Penggunaan metode audiolingual untuk pembelajaran keterampilan berbahasa Arab bertujuan untuk memastikan bahwa siswa mampu memahami pidato pembicara dengan benar dan mudah. 2) Faktor-Faktor Penunjang Metode Audiolingual dalam Pembelajaran Keterampilan Berbicara Bahasa Arab: Semangat mahasiswa dalam membentuk pola kalimat, dosen yang memberikan motivasi, audio dari suara penutur asli, dapat menumbuhkan rasa percaya diri mahasiswa. Faktor-faktor yang menghambat Metode Audiolingual dalam Pembelajaran Keterampilan Berbicara Bahasa Arab; Siswa lebih cenderung meniru dan fasilitas kelas yang kurang lengkap seperti speaker. Selain itu, beberapa siswa sibuk mengobrol selama proses pembelajaran. 3) Respon siswa terhadap penerapan metode ini antara lain lebih mudah memahami dialog, mudah dalam mengaksesnya dimana saja dan kapan saja, serta semangat belajar yang meningkat.</p>
<p>Keywords: <i>Audiolingual Method; Speaking Skills; Arabic Language.</i></p>	<p>ABSTRACT The audiolingual method is used in this research as one way of implementing Arabic speaking Skill learning. The Audiolingual method can train memory and pronunciation, so that students can have good pronunciation and be skilled at making sentence patterns that have been practiced. This enables them to carry out oral communication correctly as they practice listening and speaking. This research aims to investigate: 1) The use of the audiolingual method in learning Arabic speaking skill in the Psychology 1 PKPBA class of UIN Maulana Malik Ibrahim Malang for the 2023-2024 Academic Year; 2) Factors Supporting and Hindering the Audiolingual Method in Arabic Speaking Skills Learning; 3) Student responses to the application of the audiolingual method. The method used in this research is qualitative, and the research instruments include interviews, observation, and documentation. The research results show that: 1) The use of the audiolingual method for learning Arabic speaking skill aims to ensure that students are able to understand the speaker's speech correctly and easily. 2) Factors Supporting the Audiolingual Method in Arabic Speaking Skills Learning: Students' enthusiasm in forming sentence patterns, lecturers who provide motivation, audio from native speakers' voices, can grow students' self-confidence. Factors hindering the Audiolingual Method in Arabic Speaking Skills Learning; Students are more inclined to imitate and are less likely to complete classroom facilities such as speakers. Additionally, some students are busy chatting during the learning process. 3) Student responses to the application of this method include finding it easier to understand dialogue, being able to access it anywhere and anytime, and an increased passion for learning.</p> <p>This is an open access article under the CC-BY-SA license.</p> 

1. Introduction

Language is the ability possessed by humans to communicate with one another. It involves a collection of words with meaning that enable individuals to engage in understood communication (Edi Harapan, Ahmad Syarwani, 2016). Each community group has its own language. Language has evolved and is now widely used, not just by speakers within the community group, but also by people outside of the group. In today's world, language proficiency requires individuals to master more than one language, including their mother tongue and foreign languages. (Thoboroni & Zulaeha, 2020) For speakers, mastering multiple languages, particularly Arabic, is considered crucial and there has been rapid development in this area.

Arabic is a language that has its own special features compared to other languages (Sakdiah & Sihombing, 2023). These features also create difficulties in learning it, especially for non-Arabs (Rahman, 2021). These difficulties can be seen in the pronunciation of Arabic letters, word changes, *I'rab* laws, and so on.

The main aim of learning a foreign language, including Arabic, is to develop students' ability to use that language, both orally and in writing (Rahmah, 2019). The ability to use language in the world of language learning is called language skills (Hendri, 2017). When learning a language, you cannot separate it from four language skills, including Arabic. The four skills are listening skills (*istima'*), speaking skills (*kalam*), reading skills (*qiraah*), and writing skills (*kitabah*).

One of the four skills is speaking skill. This skill tends to be the ability to have a dialogue, which means pronouncing Arabic sounds correctly. Dialogue is a language skill that can be used in communication to convey thoughts and ideas to other people. However, to achieve the ability of *muhadatsah*, it is necessary to use appropriate methods and techniques so that it will help in achieving the goals of learning Arabic. The use of appropriate methods is one of the determinants of the success of language learning, where language learning can run smoothly and be successful if the method used is in accordance with the characteristics of the material that will be given to students.

In the learning process, there are three levels: approach, method, and technique. (Herman, 2014) The use of learning methods is based on principles, rules, and procedures that allow the teaching staff to use them in accordance with the language and conditions of society. (Diah Rahmawati As'ari, 2010) A method is a comprehensive plan for presenting language systematically based on a specified approach. (Ahmad Fuad Effendi, 2004) There are several Arabic language learning methods that can be used by lecturers, namely the grammar-translation method, direct method, reading method, audiolingual method, communicative method, and eclectic method. Therefore, there is a need for a method to improve students' ability to speak or dialogue in Arabic. In this case, this mastery can be achieved using the Audiolingual method.

The Audiolingual Method is one method that can be applied to Arabic language students (Hanani, 2022). In the Audiolingual Method, Arabic is learned using the hear-say method, which involves direct training in oral exercises or narratives. This method trains students' mouths to speak fluently by having the teacher pronounce the vocabulary and the students imitate it, (Tayar Yusuf dan Syaiful Anwar Budihastuti, 1997) or by using media such as cassettes, videos, films, slides, and other supporting materials. (Ummah, n.d.)

Apart from that, the audiolingual method is also suitable for various student learning styles, including auditory, visual, and kinesthetic. This method explores students' innate talents in the form of hearing (audio), seeing or reading text (visual), and involving students in linguistic (kinesthetic) experiences.

At PKPBA UIN Maulana Malik Ibrahim Malang, there are various types of students from different regions. However, Arabic is one of the official languages recommended for daily use by all PKPBA students at UIN Maulana Malik Ibrahim Malang. This language skill is a requirement for every student, whether it is speaking ability or the ability to compose spoken text. The ability to compose oral texts is characterized by the ability to express intentions, ideas, and thoughts in Arabic, even if it is simple (Maspalah, 2015). To achieve this, students need to have communicative abilities. One of the fundamental skills that students must master is practicing dialogue models, which can be seen from the accuracy of letter pronunciation and the accuracy of short or long vowel pronunciation.

However, what happened at PKPBA UIN Maulana Malik Ibrahim Malang was that there were several students whose abilities were relatively weak and lacked intensive oral training, so not all students were able to express their thoughts and feelings verbally. Therefore, learning speaking skills needs attention because speaking skills cannot be obtained directly, but must be studied and practiced. To train students' speaking skills, appropriate methods are needed. From these problems, there is a solution that, *Insha Allah*, can help students master speaking skills, namely by using the Audiolingual method..

Therefore, researchers want to research the audiolingual method as applied in Psychology 1 class. They aim to investigate the steps for its implementation, its advantages and disadvantages, as well as student responses to the application of the audiolingual method. Consequently, the author proposes the title 'Audiolingual method: an easy way to learn Arabic speaking skills for Psychology 1 class students at PKPBA UIN Maulana Malik Ibrahim Malang, academic year 2023-2024.

2. Method

This research is included in the type of qualitative descriptive research with a field study approach. It is a research that attempts to describe the actual situation in the field using qualitative methods. The qualitative method is a research method that aims to gain an understanding of reality through an inductive thinking process. Through qualitative research, researchers can get to know the subjects and understand what they experience in everyday life.

In this research, the researcher acts as the main instrument (human instrument), meaning that the researcher is the one who collects data, analyzes the data, and concludes the research results. In this research, researchers are involved in the situation and setting of the phenomenon being studied. This research uses a qualitative approach through observation and documentation. Observations are carried out not only limited to people, but also with other natural objects (Vindayani, 2019). The data collection techniques used are observation and documentation.

The primary data source for this research is data directly obtained by researchers from the field, while the secondary data sources are books or literature related to the research topic. The research population and sample consisted of twenty PKPBA Psychology 1 class students at UIN Maulana Malik Ibrahim Malang. The research will be conducted in September 2023 at PKPBA UIN Maulana Malik Ibrahim Malang.

3. Result and Discussion

Application of The Audiolingual Method in Learning Speaking Skills in Psychology 1 Class PKPBA UIN Maulana Malik Ibrahim Malang Academic Year 2023-2024

One language learning method that is quite popular is the audiolingual method. (Sulistiyawati et al., 2020) The Audiolingual Method is a way of presenting foreign language lessons through listening exercises followed by exercises in pronouncing words and sentences in the foreign language being studied. So this method uses ear training (hearing practice) and speaking training (speaking practice). As the name of this method suggests, namely listening and speaking, in its application, this method places more emphasis on these two aspects before the other two aspects (reading and writing). The Audiolingual method requires language LEARNING to go from an art to a science, which will make it easier for students to gain mastery of a foreign language effectively and efficiently. (Henry Guntur Tarigan, 1989)

The audiolingual method is also a method that involves a lot of practice in language, including dialogue, sermons, and more. The aim is to teach students how to use Arabic appropriately in communicative situations. (Rahim, 2008) According to Ridwan Sani, teaching and learning activities using the Audiolingual Method generally employ an oral approach. The oral approach is characterized by the use of pattern training, imitation, and memorization. The Audiolingual method is oriented towards analyzing language structures and comparing students' mother tongue with the target language they are studying. (Budihastuti, 2016)

In the process of learning speaking skills using the Audiolingual method, a lecturer can say or play recorded words or sentences, and then students imitate the lecturer's words. (Qudus & Yusri,

2017) We need to know that speaking is the ability to articulate sounds in words to express, state, and convey thoughts, ideas, and feelings. Meanwhile, speaking is referred to as a tool for communicating ideas that are prepared and developed according to the needs of the listener or audience. Speaking and listening are two-way or face-to-face communication activities that are carried out directly.

In the context of learning Arabic, Shalah Abdul Majid al-Arabiyy (1981:138-139) explains that the ability to speak Arabic lies in two skills: First, speech skills (*maharatum an-nutqi*), namely skills in pronouncing letters according to their *makhraj*, can distinguish between sounds when they are voiced and when they are voiceless, and their intonation individually. Second, speaking skills (*maharah al-hadith*), namely the ability to communicate ideas that can be understood by the person you are talking to. The audiolingual method is based on several assumptions, including that language is first of all speech. (Maspalah, 2015) Therefore, language learning must begin with listening to language sounds in the form of words or sentences and then pronouncing them, before reading and writing lessons. Meanwhile, speaking ability is not an independent ability, but is interrelated with other abilities. Speaking activities are closely related to listening activities, because speaking and listening activities are direct two-way communication activities. In listening, someone gets information through the sounds of language, while in speaking, someone conveys information through sounds or sounds of language.

The results of the research show that learning Arabic speaking skills include three stages: introduction, core, and conclusion. In the research carried out on Psychology 1 class students, the researcher applied the audiolingual method with three steps:

In the preparatory steps, there are several things that researchers need to do, including the following: 1) Prepare students mentally so that they can participate actively. At least one day before the planned learning activities using audio media, the students must be notified. 2) Make sure that the equipment used to play audio or speakers is functioning properly. 3) Make sure that the room where the learning activities are held has the necessary electrical power to play the program. 4) The room should be arranged in such a way (light, ventilation, seating arrangements, quiet, etc.) that students can follow it comfortably. 5) If Student Worksheets or accompanying materials are needed, ensure that both are available in sufficient quantities.

In the implementation steps, there are several things that researchers need to do, including the following: First, lecturers plan by preparing appropriate material. Second, students listen to the audio that is played. Third, students write *mufrodah* that they know based on the audio. Fourth, students conclude the story in audio using Arabic. Fifth, students take lessons from the audio they watch. Sixth, the evaluation in this research is divided into two: first, written evaluation / *tahriry* (students collect *mufrodah* notes from listening results); second, oral evaluation (students directly speak Arabic in giving conclusions and lessons from the audio).

In the follow-up steps, the following tasks must be done: 1) Ask students to summarize the learning material they absorbed while listening to the audio media program. 2) Ask students to inquire about any difficulties they encountered related to the learning material learned through audio media. 3) Before educators answer student's questions, allow other students to discuss the answers first. The educator's role here is as a facilitator. 4) If fellow students have successfully answered all the questions, the teacher does not need to answer them again. The teacher's task is to address the questions that were not answered during the discussion. 5) Administer a test to measure the students' success level in participating in learning activities using audio media.

Based on the results of research that researchers have conducted, the process of learning speaking skills for Psychology 1 class students at PKPBA UIN Maulana Malik Ibrahim Malang is as follows:

Number	Indicator
1	Students heard an audio dialogue with a duration of four minutes.
2	Students listened to the audio playback three times. After listening to the audio.
3	Students noted down the vocabularies that can be captured.
4	Students mentioned the vocabularies they have written
5	Reveal the dialogue from the audio and learn from it by discussing it in Arabic.

Based on the table above, the selected audio is in the form of dialogue. This concept of dialogue and practice is known to be more effective in language teaching because it allows students to respond quickly and accurately in spoken language. (Mart, n.d.) It is presented using the audiolingual method, which makes it easier to understand than just listening to audio with fewer supportive facilities. As for how to apply the audiolingual method in learning Arabic speaking skills for Psychology 1 students at PKPBA UIN Maulana Malik Ibrahim Malang

Number	Steps
1	The lecturer prepares the selected audio and plays it for the students.
2	Students listen to the audio carefully and thoroughly.
3	Students write vocabulary words from the audio they hear.
4	Students retell the audio content in Arabic.
5	Students express the wisdom of the audio in Arabic.

Second, evaluation is an action or process used to determine the value of something. Its function is to identify the parts of teaching activities that need improvement. This research is divided into two parts. First, the written test (students collect vocabulary notes from listening exercises). Second, the oral test (students speak Arabic and provide conclusions and insights based on audio materials). In the written test, there was an increase compared to before. However, there is still a noticeable difference in performance between male and female students. Female students achieved higher scores than male students. In fact, if we reflect on it, students have sufficient competence. However, the higher interest of female students affects the score distribution, as shown in the diagram below. On the other hand, the oral test, which involves minimal direct use of Arabic and follows the Audiolingual method with a structured learning process, has resulted in significant improvement.

Factors Supporting and Hindering the Audiolingual Method in Arabic Speaking Skills Learning

Each method in learning definitely has supporting factors and inhibiting factors in its application. From this research, several supporting factors and hindering factors were found in the use of the audiolingual method in learning speaking skills. Some of these supporting factors include:

1. Students show enthusiasm in forming sentence patterns because they digest and listen to what the teacher says in order to form sentences correctly. Additionally, students have good pronunciation, which starts with paying attention to the lecturer's words and sentences.
2. The role of the teaching lecturer is to encourage students to be active in dialogue. This is important because students must continuously react to the encouragement given by the lecturer in order to improve and develop their language skills. The lecturer provides suggestions and exercises for students to gradually gain direct language experience. Through in-class exercises, the lecturer can also prepare students to communicate in the target language outside the classroom.
3. The audio played is the voice of a native speaker. This can introduce students to the Arabic language spoken by native speakers and broaden their understanding of Arabic.
4. Fosters self-confidence and promotes good cooperation among students, as each group representative must come forward to demonstrate the audio that has been played.

Apart from having supporting factors, the audiolingual method also has several hindering factors, including:

1. Students are more inclined to copy or imitate. Simultaneously/Individually, students will often copy or imitate the words of a teacher, so they do not understand the meaning of the words that have been spoken. Students are not trained in the meaning of sentences outside the context or material being studied. When students communicate, they only understand if what is discussed is sentences in the context or material and do not understand sentences out of context.

2. There are insufficient classroom facilities. For example, there are no speakers for the students to hear the audio. As a result, students use their own telephones, which disturbs the student sitting next to them due to the lack of synchronized audio playback.
3. Students are busy chatting. Sometimes, when learning is taking place, there are some students who are busy chatting with their friends because they think that the lecturer is not paying attention to them. Therefore, a lecturer must pay more attention to students when learning takes place. In reality, students do not play an active role but only take action based on the lecturer's stimulus.

So the lecturer is the determiner of all training materials for students in class. (Syamsuddin Asyrofi, 2010) other words, the lecturer becomes the dominant authority in the class. This method states that if students do not understand the meaning of a sentence they are imitating, then it is not considered disturbing. Because they carefully listen to what the lecturer says, answer correctly, and complete assignments correctly, students are considered to have learned the language correctly. This assumption leads to excessive activities because mindless imitation cannot improve students' communication skills in an appropriate context (outside the classroom) unless students are practicing in class. Therefore, serious guidance is needed to achieve these communication skills.

Although it has been acknowledged that the goals of education, which also means learning goals, include three aspects: cognitive aspects, affective aspects, and psychomotor aspects, it cannot be denied that cognitive measurement remains a priority in determining a person's learning success. Meanwhile, affective aspects and psychomotor aspects complement each other to determine the degree of success in a student's learning at school. Therefore, cognitive abilities will continue to be an essential factor in student learning. An important ability is a person's ability to understand, remember, and think. After understanding the various factors that dominate the learning process and outcomes as explained above, it is important for teachers, lecturers, parents, etc., to regulate these factors so that they function as expected in the optimal way possible. Considering the advantages and disadvantages of using the audiolingual method in *maharah kalam*, it is very successful in enhancing students' cognitive skills, specifically their ability to see, remember, and think when learning speaking skills.

Students Responses to The Application of Audiolingual Methods in Learning Speaking Skills

Of the twenty Psychology 1 class students who were interviewed regarding the application of the audiolingual method, all of them agreed that this method could make it easier for students to learn *maharah kalam*. They also revealed that using this method could foster enthusiasm for learning. This method can also make it easier for them to memorize dialogues and increase their confidence in acting them out in class.

The benefits that students feel are that, apart from making it easy to understand the material, this method also makes it easier to memorize what they listen to because it can be played over and over until memorized. By using the audiolingual method, students can also access audio anywhere and anytime, not just in the classroom. They also think that the benefit is that they can know how native speakers dialogue both in terms of pronunciation and intonation, so that the Arabic language spoken can give a familiar impression and help them improve their fluency in speaking. Suggestions from the students are that there should be development both in terms of the dialogue presented, as well as in terms of lecturers who further develop their creativity in teaching so that it can ignite students' enthusiasm for learning speaking skills.

Thus, the learning process by applying the Audiolingual method to the PKPBA Psychology 1 class students at UIN Maulana Malik Ibrahim Malang has seen changes for the better. From the results of observations, field conditions strongly support the concept put forward, which states that listening (*al-istimā'*) requires deliberateness and attention in listening to everything. Listening seriously (*al-inṣāt*) is a higher level above listening, which requires concentration and attention to pay more attention to the speaker's speech. So, armed with existing facilities, an educator is determined to be able to apply methods that can increase student interest in learning and class activeness.

In this way, researchers apply the Audiolingual method so that students can understand the message (*kalam*) well and can also express it using good Arabic (*kalam*). After the researchers

made observations and directly applied the audiolingual method to students' kalam learning, it became clear that there were quite significant changes in the students' activeness aspect in this learning process. The results of the researchers' initial observations showed that previously, learning speaking skills only used the lecture method. The following were observed: 1) students were less active in participating in the learning process. 2) students looked bored and disinterested when participating in the learning process. 3) students were reluctant to interact with lecturers because they did not understand what the lecturers were instructing them.

For this reason, researchers tried to attract their attention and activity again by applying the audiolingual method. As the results of the research above show, there are clearly visible changes in students' attitudes or behavior when following the learning process using the audiolingual method.

4. Conclusion

To achieve the desired learning objectives, lecturers need to make many breakthroughs in teaching, including the application of methods, the use of media, and learning strategies. Additionally, if the learning process is not interesting, it may hinder the achievement of learning objectives. In this modern era, the use of diverse learning methods and media is necessary for both lecturers and students as they make the learning experience more engaging and user-friendly. This helps students retain and understand the presented materials more easily. The application of the audiolingual method to psychology students 1 PKPBA UIN Maulana Malik Ibrahim Malang, which has been carried out by researchers, has resulted in changes in cognitive, affective, and psychomotor aspects. Students find it helpful and easy to understand the speaking skills learning material presented through this method. Considering the large amount of material to cover, the audiolingual method serves as an alternative that makes it easier for students to understand without getting confused. This simple article aims to increase the insight of researchers and readers.

The evaluation results show that learning speaking skills using the audiolingual method are said to be quite successful because the majority of students are actively involved and are able to remember the material well. Barriers to learning speaking skills in Psychology 1 class include low student interest and activity. Lecturers are also one of the most important obstacles in learning. With interesting lecturer activities when teaching, it will make students more enthusiastic

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