



---

## **The Application of the *Sam'iyyah Syafawiyyah* Method in Improving Arabic Speaking Skills among Phase D Eighth-Grade Students**

**Fatwa Nurhidayati**

MTsN 2 Bandung, Indonesia

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

---

### **Article Info**

#### **Article History:**

Received : 10/08/2026

Revised : 15/10/2026

Accepted : 25/10/2026

---

#### **Keywords:**

Arabic language;

Audiolingual Method;

Phase D;

Speaking skills;

Language learning.

---

#### **DOI:**

<http://dx.doi.org/10.69382/js.v2.i1.23-36>

---

### **Abstract**

This study aims to describe the implementation of the Audiolingual Method (*Sam'iyyah Syafawiyyah*) in Arabic language learning for Phase D eighth-grade students and to examine its potential to improve listening and speaking skills. The method emphasizes language learning through listening to language models, imitation, repetition, pattern practice, memorization, and oral practice. This study employed a qualitative descriptive approach using observation, documentation, and learning reflection as data collection techniques. The learning process involved dialogue modeling, listening activities, choral and individual repetition, sentence-pattern drills, and pair conversation practice. The findings indicate that structured and repetitive practice can create more active learning, help students develop accurate pronunciation and mastery of common Arabic expressions, and increase confidence in oral communication. Challenges included differences in students' initial abilities, limited vocabulary mastery, and lack of confidence among some students. Therefore, the *Sam'iyyah Syafawiyyah* method can be considered an alternative strategy for Arabic learning in Phase D, particularly for developing listening and speaking skills.

---

## **INTRODUCTION**

Arabic occupies a strategic position in the madrasah curriculum in Indonesia. It is taught not only as a means of understanding religious texts but also as a foreign language that students are expected to use for real communication. Within the Merdeka Curriculum implemented in madrasah, Arabic instruction is directed toward the integrated development of four language skills, namely listening

(*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*), through meaningful language experiences (Kementerian Agama Republik Indonesia, 2022). For Phase D, which covers grades VII to IX of Madrasah Tsanawiyah, the learning outcomes emphasize the ability of students to understand and produce simple spoken and written texts on familiar themes such as self-introduction, family, school, hobbies, and daily activities (Direktorat Jenderal Pendidikan Islam, 2022).

Among the four skills, speaking is frequently regarded as the most difficult to develop because it requires students to retrieve vocabulary, apply sentence patterns, pronounce sounds accurately, and respond spontaneously at the same time. Speaking ability consists of several interrelated components, including sound production, lexical knowledge, grammatical accuracy, fluency, and comprehension during interaction, and it grows mainly through purposeful practice rather than theoretical explanation alone (Othman et al., 2026). In many madrasah classrooms, however, Arabic instruction is still dominated by translation and grammar explanation, so students may understand material in written form but remain unaccustomed to using Arabic expressions orally.

Recent studies confirm that this gap is a persistent problem. A program evaluation at a Madrasah Tsanawiyah in Makassar found that, although planning and resources for Merdeka Curriculum-based Arabic instruction were adequate, students' Arabic language skills remained low, partly because of their varied educational backgrounds and weak time management in the learning process (Akhyar et al., 2025). Teachers in Madrasah Tsanawiyah in Pekanbaru similarly reported that low student motivation and limited resources hinder the communicative Arabic programs they run (Mutia et al., 2026). At the affective level, anxiety in the form of reluctance to speak, worry about assessment, and fear of being judged has been shown to reduce students' participation, especially in pronunciation-related activities (Al Afgani et al., 2025). These conditions indicate that students need learning designs that offer abundant, structured, and low-risk opportunities to hear and produce spoken Arabic.

The *Sam'iyyah Syafawiyyah* method, known internationally as the audiolingual method, is one approach that places listening and speaking at the center of language learning. Rooted in structural linguistics and behaviorist learning theory, the method assumes that language is a set of habits formed through exposure to correct models, imitation, repetition, and reinforcement (Ritonga et al., 2023). In practice, students listen to a dialogue or expression, imitate it, repeat it in choral and individual formats, practice its patterns through drills, and finally use those patterns in short communicative exchanges. Although communicative and task-based approaches have become dominant in second language teaching, research on how languages are learned acknowledges that well-designed practice and repetition remain important for building automaticity, particularly at the beginning level (Lightbown & Spada, 2021).

Empirical evidence from the last five years supports the relevance of this method for Arabic speaking instruction. Classroom action research with ninth-grade students showed that the audiolingual method raised students' Arabic speaking scores and their engagement from one cycle to the next (Munir et al., 2023). A similar study at Madrasah Aliyah reported improvements in pronunciation, fluency, and vocabulary use in *muhadatsah* after two cycles of audiolingual instruction (Nur et al., 2024). At the elementary madrasah level, the method was implemented through preparation, implementation, and evaluation stages centered on dialogue practice, although its use was constrained by uneven learning speeds, limited audio equipment, and short instructional time (Arifin, 2024). At the university level, the method helped students understand spoken Arabic more easily while building pronunciation and sentence patterns (Rahmanita et al., 2024). Comparable findings have been reported in English as a foreign language contexts, where audiolingual instruction and repetition drills improved the speaking and listening performance of junior and vocational high school students (Manda & Hermansyah, 2022; Ningrat et al., 2025).

Despite this growing body of research, most previous studies focused on measuring learning outcomes through classroom action research or experimental designs, while detailed descriptions of how each stage of the *Sam'iyah Syafawiyah* method is carried out in Phase D Arabic classrooms under the Merdeka Curriculum remain limited. This is particularly important for eighth-grade students, who already possess basic vocabulary from grade VII but still need structured support before they can communicate independently.

Based on this background, this study aims to describe the application of the *Sam'iyah Syafawiyah* method in Arabic instruction for Phase D eighth-grade students. Specifically, the study describes (1) the preparation of learning, (2) the implementation steps of the method, (3) student activities and responses during learning, (4) the advantages and obstacles of the method together with alternative solutions, and (5) the evaluation of speaking skills. The results are expected to provide a practical reference for Arabic teachers in madrasah who wish to strengthen students' listening and speaking skills.

## METHODS

This study employed a descriptive qualitative approach. A qualitative design was chosen because the study sought to understand and describe a learning process in its natural setting, focusing on meanings, activities, and interactions rather than on statistical generalization (Creswell & Creswell, 2023; Lim, 2025). The study was conducted in Arabic lessons for Phase D eighth-grade students at a state Islamic junior high school (Madrasah Tsanawiyah) in Bandung, West Java, during regular Arabic learning hours. The research subjects were the eighth-grade students who participated in Arabic learning, while the object of the study was the process of

applying the *Sam'iyyah Syafawiyyah* method in listening and speaking activities. The teacher acted as both the implementer of learning and the main research instrument.

Data were collected through three techniques: observation, documentation, and teacher reflection. Observation was carried out during the learning process to record student involvement, the ability to follow the language model, accuracy of pronunciation, responses to oral questions, and the ability to conduct dialogues. Documentation in the form of lesson plans, dialogue texts, practice sheets, photographs of activities, and assessment records served as supporting data. Teacher reflection was written after each meeting to evaluate the effectiveness of the learning steps and to determine improvements for subsequent meetings.

Data were analyzed using an interactive qualitative analysis procedure consisting of data reduction, data display, and conclusion drawing. During data reduction, field notes, documents, and reflections were read repeatedly, coded, and grouped into categories corresponding to the research focus, namely preparation, implementation, student activities, advantages, obstacles, and evaluation. The categorized data were then displayed in narrative descriptions and tables to identify patterns, after which conclusions were drawn and verified continuously throughout the study (Naeem et al., 2023). The trustworthiness of the data was strengthened through triangulation of techniques, that is, by comparing observation results with documentation and teacher reflections, and through prolonged engagement during several meetings (Ahmed, 2024).

## RESULT AND DISCUSSION

### 1. Preparation Stage

The preparation stage began with formulating learning objectives aligned with the Phase D learning outcomes for Arabic, which require students to understand and use simple spoken expressions on familiar themes (Direktorat Jenderal Pendidikan Islam, 2022). The teacher then prepared the learning materials in the form of core vocabulary and communicative expressions, sample dialogues, audio media or the teacher's own voice as the language model, vocabulary cards and pictures, and practice sheets for pattern drills. The materials were selected to suit the developmental level and daily experiences of Phase D students so that the expressions learned could be used immediately in the classroom and school environment. The themes and core materials used are summarized in Table 1.

**Table 1.** Learning Themes, Core Vocabulary, and Target Expressions

| Theme         | Core vocabulary                          | Target expression              |
|---------------|------------------------------------------|--------------------------------|
| Introductions | اسْمُ، بَلَدٌ، عُنْوَانٌ<br>التَّعَارُفُ | مَا اسْمُكَ؟ — اسْمِي أَحْمَدُ |

| Theme            | Core vocabulary | Target expression                                                   |
|------------------|-----------------|---------------------------------------------------------------------|
| Family           | الأسرة          | أَب، أُم، أَخ، أُخْت<br>كَمْ عَدَدُ أَفْرَادٍ أُسْرَتِكَ؟           |
| School           | المدرسة         | فَصْلٌ، مَكْتَبَةٌ، مُدَرِّسٌ<br>أَيْنَ الْمَكْتَبَةِ؟              |
| Hobbies          | الهواية         | القراءة، السباحة، كرة القدم<br>مَا هَوَايَاكَ؟ — هَوَايَايَ القراءة |
| Daily activities | النشاط اليومي   | أَسْتَقِظُ، أَصَلِّي، أَذْهَبُ<br>مَتَى تَسْتَقِظُ؟                 |

Source: Developed by the researcher based on the Phase D Arabic learning outcomes.

Careful preparation is an essential prerequisite of the audiolingual method because the quality of the language model determines the quality of the habits formed by students. Arifin (2024) likewise placed preparation as the first of three stages in implementing the audiolingual method and noted that limited audio equipment can reduce its effectiveness. In this study, the teacher's own voice was used as the primary model when audio devices were not available, while short recordings by native speakers were used whenever possible to provide authentic pronunciation and intonation. The use of short recordings is consistent with findings that audiovisual and YouTube-based media can substantially strengthen the Arabic listening skills of eighth-grade madrasah students (Andriani et al., 2025). The selection of vocabulary was also deliberately limited to high-frequency words, because vocabulary that is encountered repeatedly in meaningful contexts is more readily retained and retrieved for speaking (Nation, 2022).

## 2. Implementation of the Sam'iyyah Syafawiyah Method

The implementation of the method followed a sequence of stages that formed a learning cycle, as illustrated in Figure 1. Each meeting moved from receptive activities (listening) to controlled production (imitation, repetition, and drills) and finally to freer production (dialogue and performance).

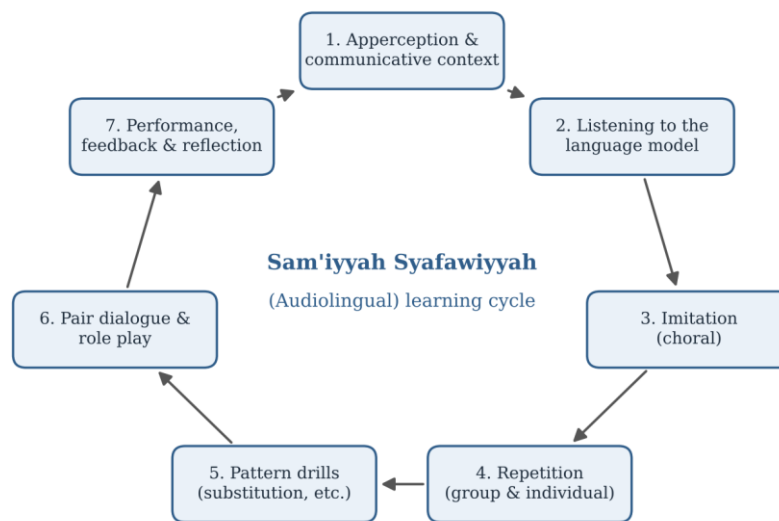


**Figure 1.** Learning Cycle of the *Sam'iyyah Syafawiyyah* Method in Phase D Arabic Instruction

*Source: Developed by the researcher based on the implementation of learning.*

**a. Apperception and communicative context**

The teacher opened the lesson with greetings in Arabic, a short question-and-answer session about the previous material, and an introduction to the communicative situation to be learned, for example meeting a new friend at school. Pictures and gestures were used so that students understood the context before hearing the dialogue. This stage activated students' prior knowledge and gave them a reason to listen.

**b. Listening to the language model**

The teacher read aloud or played a short dialogue two or three times while students listened without reading the text. Students were asked to identify familiar words and guess the general meaning of the dialogue. Listening before reading trained students to rely on their ears, which is the core principle of the *Sam'iyyah Syafawiyyah* method, where the spoken form is introduced before the written form (Ritonga et al., 2023).

**c. Imitation and repetition**

The teacher modeled each sentence with clear pronunciation and natural intonation, and students imitated it as a whole class (choral repetition). Repetition then continued in groups, rows, and finally individually. For example, the teacher gave the model *استمعي أحمد؟ — ما اسمك؟*, students listened, imitated, and repeated it several times until their pronunciation became stable. Errors in pronunciation, such as unclear distinctions between similar sounds or incorrect vowel length, were corrected immediately through recasts and renewed modeling.

#### d. Pattern drills

After students could pronounce the model sentences accurately, the teacher conducted pattern drills by changing certain elements of the sentence so that students learned to use the same structure with different vocabulary. The types of drills used are presented in Table 2.

**Table 2.** Types of Pattern Drills Used in Learning

| Type of drill         | Procedure                                                               | Example                                                 |
|-----------------------|-------------------------------------------------------------------------|---------------------------------------------------------|
| Repetition drill      | Students repeat the model exactly as given by the teacher               | مَا اسْمُكَ؟ — اسْمِي أَحْمَدُ                          |
| Substitution drill    | One element is replaced with a cue word given by the teacher            | أَذْهَبْ إِلَى الْمَدْرَسَةِ ← الْمَكْتَبَةِ            |
| Transformation drill  | The sentence is changed in form, for example from masculine to feminine | هُوَ طَالِبٌ ← هِيَ طَالِبَةٌ                           |
| Expansion drill       | A new element is added to lengthen the sentence                         | أَقْرَأُ الْكِتَابَ ← أَقْرَأُ الْكِتَابَ فِي الْفَصْلِ |
| Question-answer drill | The teacher asks, students answer using the target pattern              | أَيْنَ تَسْكُنُ؟ — أَسْكُنُ فِي بَانْدُونْغَ            |
| Chain drill           | Each student answers and then asks the next student the same question   | مَا هَوَايَتُكَ؟ — هَوَايَتِي السِّبَاخَةُ              |

Source: Adapted by the researcher from the principles of the audiolingual method (Ritonga et al., 2023).

Pattern drills helped students understand sentence structures through direct use rather than through explanation of grammatical rules. When the name element in *اسْمِي أَحْمَدُ* was replaced with students' own names, or the place element in *أَذْهَبْ إِلَى الْمَدْرَسَةِ* was replaced with other places in the school, students grasped the pattern and could generate new sentences. This finding is in line with Fadilah and Taufiq (2026), who found that the drill method improved seventh-grade students' participation, pronunciation, and understanding of sentence structure in Arabic learning at a Madrasah Tsanawiyah.

#### e. Pair dialogue and role play

Once the patterns had been practiced, students conducted dialogues in pairs using dialogue cards that contained situational prompts and pictures. The pairs first practiced the model dialogue and then modified it by substituting personal information, places, or activities. In subsequent meetings, the dialogues were developed into simple role plays, such as introducing oneself to a new classmate or asking about a friend's hobby. Moving from controlled drills to pair dialogue is important because it bridges mechanical practice and genuine communication, a weakness for which the audiolingual method is often criticized. Studies have shown

that theatrical and role-play activities improve the fluency, confidence, and comprehension of Arabic learners at Madrasah Tsanawiyah (Setiadi & Harahap, 2025).

f. Performance, feedback, and reflection

At the end of each meeting, several pairs performed their dialogues in front of the class. The teacher and classmates gave feedback on pronunciation, fluency, and the use of expressions. Feedback was delivered positively, beginning with appreciation of what the students had done well before pointing out aspects to improve. The lesson ended with a short reflection in which students stated new expressions they had learned and the difficulties they faced. This positive feedback climate matters because supportive teacher responses and reduced reprimands have been found to increase anxious students' confidence and participation in Arabic speaking tasks (Mustafidah & Insaniyah, 2026).

### 3. Student Activities and Responses

Observation showed that students engaged in a variety of activities during learning, including listening to the model, imitating, memorizing expressions, responding to questions, carrying out pattern drills, and conducting dialogues. In the early meetings, some students tended to be passive and spoke only during choral repetition. As the meetings progressed and the pattern of activities became familiar, more students volunteered to answer questions and to perform dialogues. Students who were initially reluctant gained opportunities to speak through pair practice before performing individually, so the gradual pattern of practice helped reduce their fear of making mistakes.

Students also showed increasing accuracy in pronouncing frequently practiced expressions and greater fluency in using common patterns such as asking for names, origins, and hobbies. Several students began to use the expressions spontaneously outside the lesson, for instance when greeting the teacher or asking permission in Arabic. These responses suggest that repeated exposure and practice helped transform the expressions into habits, which is the central aim of the *Sam'iyah Syafawiyah* method. Similar improvements in pronunciation, fluency, and vocabulary use were reported by Nur et al. (2024), while Munir et al. (2023) observed increases in student engagement across cycles of audiolingual instruction.

From the perspective of second language acquisition, these findings can be explained by the role of practice in developing automaticity. Lightbown and Spada (2021) note that repeated practice in meaningful contexts allows learners to retrieve language forms more quickly and with less effort, freeing attention for communication. Furthermore, the gradual sequence from choral to individual practice resembles the scaffolding principle, in which learners receive support that is progressively withdrawn as their competence grows. Novitasari et al. (2025) showed that language environment programs grounded in social interaction and scaffolding help students build fluency, accuracy, vocabulary, pronunciation, and

speaking confidence. In addition, a supportive language environment has been found to have a significant direct effect on students' Arabic speaking skills (Mustafida & Mutholib, 2026), which suggests that the habits formed in the classroom should be reinforced through use beyond the lesson.

#### 4. Advantages of the Method

Based on the observation and reflection data, the *Sam'iyyah Syafawiyyah* method offered several advantages in Phase D Arabic learning, as follows.

- It gives students many opportunities to hear correct Arabic language models, both from the teacher and from audio recordings.
- It trains pronunciation and intonation through systematic imitation and repetition.
- It encourages students to speak more actively because every student is involved in choral, group, and individual practice.
- It helps students master expression patterns that can be used immediately in simple communication.
- It can be easily combined with dialogues, role play, pair practice, and language games.

These advantages are consistent with Rahmanita et al. (2024), who reported that the audiolingual method made spoken Arabic easier to understand and helped students build pronunciation and sentence patterns, and with Ningrat et al. (2025), who found that repetition drills increased learners' confidence and attentiveness.

#### 5. Obstacles and Solutions

Although the method had positive effects, several obstacles were identified during its application. The obstacles, their impact on learning, and the solutions applied are summarized in Table 3.

**Table 3.** Obstacles, Impacts, and Solutions in Applying the *Sam'iyyah Syafawiyyah* Method

| Obstacle                    | Impact                                           | Solution                                                     |
|-----------------------------|--------------------------------------------------|--------------------------------------------------------------|
| Differing initial abilities | Some students were slower to follow the practice | Tiered practice and flexible grouping with peer tutors       |
| Limited vocabulary          | Students had difficulty responding to questions  | Introducing key vocabulary with pictures before the dialogue |
| Lack of confidence          | Students were reluctant to speak individually    | Pair practice before performing and positive feedback        |
| Monotony of repetition      | Students' attention declined during long drills  | Varying drills with games, chain drills, and role play       |
| Limited time                | Repetition and performance were not yet optimal  | Selecting core patterns and focused practice                 |

| Obstacle                | Impact                                   | Solution                                                         |
|-------------------------|------------------------------------------|------------------------------------------------------------------|
| Limited audio equipment | Students heard few native-speaker models | Using the teacher's voice and short recordings on mobile devices |

Source: Research data from observation and teacher reflection.

The obstacles found in this study are similar to those reported in previous research. Arifin (2024) identified uneven learning speeds, limited audio equipment, short instructional time, and limited teacher training as constraints in implementing the audiolingual method, while Rahmanita et al. (2024) noted that students' tendency to merely imitate and incomplete classroom equipment hindered learning. The issue of differing initial abilities is also consistent with Novitasari et al. (2025), who found that students need different amounts of time to reach expected speaking competencies. The affective obstacle, namely lack of confidence, reflects the speaking anxiety that is common among madrasah students (Al Afgani et al., 2025).

The solutions applied show that the weaknesses of the audiolingual method can be minimized when it is combined with communicative activities. Repetition that is too long and mechanical tends to be monotonous, so the teacher varied the drills, introduced language games, and connected the patterns to students' real experiences. This combination reflects the view that interactive methods such as group discussion, role play, and audiovisual aids should complement repetitive drills in developing speaking skills (Othman et al., 2026). Programs that integrate vocabulary drills, language games, drama, and conversational sessions have also been shown to improve students' ability to use Arabic in daily communication (Setiyadi et al., 2023).

### 6. Evaluation of Learning

Evaluation was carried out through process assessment and outcome assessment. Process assessment was conducted through observation during choral, group, and pair practice, while outcome assessment was conducted through dialogue performance at the end of the meeting. The aspects assessed included accuracy of pronunciation, fluency, accuracy in using vocabulary, accuracy in using sentence patterns, and courage to communicate. A simple analytic rubric with a scale of 1–4 was used so that teachers could give consistent scores and specific feedback. The rubric is presented in Table 4.

**Table 4.** Speaking Skills Assessment Rubric (Scale 1–4)

| Aspect        | 1 (Poor)                                      | 2 (Fair)                                      | 3 (Good)                     | 4 (Very good)                       |
|---------------|-----------------------------------------------|-----------------------------------------------|------------------------------|-------------------------------------|
| Pronunciation | Many errors; meaning is unclear               | Several errors that sometimes disturb meaning | Few errors; meaning is clear | Accurate and natural pronunciation  |
| Fluency       | Frequent long pauses; cannot finish sentences | Speaks with many pauses                       | Speaks with few pauses       | Speaks smoothly with natural rhythm |

| Aspect            | 1 (Poor)                            | 2 (Fair)                              | 3 (Good)                          | 4 (Very good)                           |
|-------------------|-------------------------------------|---------------------------------------|-----------------------------------|-----------------------------------------|
| Vocabulary        | Very limited; often uses Indonesian | Limited; some words are inappropriate | Adequate and mostly appropriate   | Varied and appropriate to context       |
| Sentence patterns | Cannot use the target pattern       | Uses the pattern with many errors     | Uses the pattern with few errors  | Uses the pattern accurately             |
| Courage to speak  | Refuses or needs constant help      | Speaks only when prompted             | Speaks willingly with little help | Speaks confidently and takes initiative |

Source: Developed by the researcher.

The final score is obtained by summing the scores of the five aspects (maximum 20) and converting the total to a 0–100 scale. Analytic assessment of this kind not only produces scores but also helps students recognize which aspects of their speaking need improvement. Corrective feedback given during evaluation focused on errors that disturbed meaning, while minor errors were addressed through renewed modeling so that students would not become discouraged.

## 7. Sample Practice Lesson Module

To illustrate how the stages above are applied in one meeting, a sample practice lesson on the theme of introductions (التَّعَارُفُ) was designed with the objective that students are able to listen to and pronounce simple introduction expressions and conduct a short dialogue. The sample dialogue used is مَا اسْمُكَ؟ — اَسْمِي أَحْمَدُ. مِنْ أَيْنَ أَنْتَ؟ — أَنَا مِنْ بَانْدُونُغ. The steps are: (1) the teacher greets students and introduces the situation of meeting a new friend; (2) students listen to the dialogue two or three times without the text; (3) students imitate each sentence as a whole class; (4) repetition continues in groups and individually with immediate correction; (5) students substitute names and cities through pattern drills; (6) students practice and modify the dialogue in pairs using dialogue cards; (7) several pairs perform in front of the class and receive feedback; and (8) students reflect on the new expressions learned and the difficulties faced.

Overall, the results of this study indicate that the *Sam'iyyah Syafawiyah* method can serve as an effective framework for developing the listening and speaking skills of Phase D students when it is implemented gradually, combined with communicative activities, and supported by positive feedback. The method is in line with the orientation of the Merdeka Curriculum, which emphasizes active, meaningful, and student-centered learning (Kementerian Agama Republik Indonesia, 2022), provided that repetition is not treated as an end in itself but as a bridge toward authentic communication.

## CONCLUSIONS AND RECOMMENDATIONS

The application of the *Sam'iyah Syafawiyah* method in Phase D eighth-grade Arabic instruction created learning that was more oriented toward listening and speaking practice. The stages of apperception, listening to a model, imitation, repetition, pattern drills, pair dialogue, and performance with feedback gave students systematic opportunities to build the habit of using Arabic orally. The method helped students improve pronunciation, fluency, mastery of common expressions, and the courage to speak, and it encouraged more students to participate actively in learning.

The main obstacles were differences in students' initial abilities, limited vocabulary, lack of confidence, monotony of repetition, limited time, and limited audio equipment. These obstacles can be addressed through tiered practice and flexible grouping, pre-teaching vocabulary, pair practice before individual performance, varied drills and games, focused selection of core patterns, and the use of the teacher's voice or simple recordings. It is recommended that Arabic teachers use the method consistently for materials that require strengthening oral skills, begin with short expressions and progress to more complex dialogues, and enrich practice with audio, vocabulary cards, pictures, and role play. Future research may use a quantitative design or Classroom Action Research to measure improvements in speaking skills more precisely and to examine the long-term effects of the method.

## REFERENCES

- Ahmed, S. K. (2024). The pillars of trustworthiness in qualitative research. *Journal of Medicine, Surgery, and Public Health*, 2, 100051. <https://doi.org/10.1016/j.glmedi.2024.100051>
- Akhyar, K. N., Suhardi, I., & Patahuddin. (2025). Evaluation of the Arabic language learning program based on the Merdeka Curriculum at a Madrasah Tsanawiyah in Makassar. *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan*, 28(1), 40–67. <https://doi.org/10.24252/lp.2025v28n1i3>
- Al Afgani, R., Inayah, I., Abu Samra, A. N. J., & Aini, T. Q. (2025). Anxiety in students' phonological and grammatical Arabic learning at MTs NU 19 Protomulyo. *Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan dan Bahasa Arab*, 13(2), 280–296. <https://doi.org/10.24952/thariqahilmiah.v13i2.18185>
- Andriani, R., Rusdianto, Mawardi, & Mustafa. (2025). The implementation of YouTube-based learning media to improve listening skills of eighth-grade students at State Islamic Junior High School Palopo. *Al Ibrah: Journal of Arabic Language Education*, 8(2), 140–146. <https://doi.org/10.24256/jale.v8i2.12004>
- Arifin, S. (2024). Implementasi metode audiolingual untuk meningkatkan maharah al-kalam di MI Nurul Hamidiyah Desa Jungkarang Kecamatan Jrengik

- Kabupaten Sampang. *AL-MIKRAJ: Jurnal Studi Islam dan Humaniora*, 4(2), 2110–2119. <https://doi.org/10.37680/almikraj.v4i02.9068>
- Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications.
- Direktorat Jenderal Pendidikan Islam. (2022). *Keputusan Direktur Jenderal Pendidikan Islam Nomor 3211 Tahun 2022 tentang Capaian Pembelajaran Pendidikan Agama Islam dan Bahasa Arab Kurikulum Merdeka pada Madrasah*. Kementerian Agama Republik Indonesia.
- Fadilah, H., & Taufiq, M. (2026). Implementation of the drill method in Arabic language learning for Grade VII students at MTs Zia Salsabila Medan. *Ihya al-Arabiyyah: Jurnal Pendidikan Bahasa dan Sastra Arab*, 12(1), 77–89. <https://doi.org/10.30821/ihya.v12i1.27001>
- Kementerian Agama Republik Indonesia. (2022). *Keputusan Menteri Agama Republik Indonesia Nomor 347 Tahun 2022 tentang Pedoman Implementasi Kurikulum Merdeka pada Madrasah*. Kementerian Agama Republik Indonesia.
- Lightbown, P. M., & Spada, N. (2021). *How languages are learned* (5th ed.). Oxford University Press.
- Lim, W. M. (2025). What is qualitative research? An overview and guidelines. *Australasian Marketing Journal*, 33(2), 199–229. <https://doi.org/10.1177/14413582241264619>
- Manda, I., & Hermansyah, S. (2022). Audio-lingual method to improve students' English speaking skills. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, 14(1), 563–578. <https://doi.org/10.37680/qalamuna.v14i1.4460>
- Munir, D. R., Julianti, J., & Maftuhah, M. (2023). Upaya meningkatkan kemampuan berbicara bahasa Arab siswa dengan menggunakan metode audiolingual. *Tadris Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 2(2), 241–254. <https://doi.org/10.15575/ta.v2i2.28839>
- Mustafida, N. H., & Mutholib, A. (2026). Taṭīr al-bī'ah al-lugawiyah 'alā mahārah al-kalām laday al-ṭullāb bi al-manhaj al-mukaṭaf. *Aphorisme: Journal of Arabic Language, Literature, and Education*, 7(1). <https://doi.org/10.37680/aphorisme.v7i1.10186>
- Mustafidah, K., & Insaniyah, A. L. (2026). Mindfulness-based approaches to foreign language anxiety in Arabic speaking instruction: A case study at Madrasah 'Aliyah. *IJALT: International Journal of Arabic Language Teaching*, 8(1). <https://doi.org/10.32332/ijalt.v8i01.13303>
- Mutia, Wahyudi, H., Mellati, I., Nuraini, & Ilmi, F. (2026). The concept of Arabic language learning programs in Madrasah Tsanawiyah Pekanbaru. *IDEAS:*

- Journal on English Language Teaching and Learning, Linguistics and Literature*, 14(1), 5367–5379. <https://doi.org/10.24256/ideas.v14i1.8979>
- Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). A step-by-step process of thematic analysis to develop a conceptual model in qualitative research. *International Journal of Qualitative Methods*, 22. <https://doi.org/10.1177/16094069231205789>
- Nation, I. S. P. (2022). *Learning vocabulary in another language* (3rd ed.). Cambridge University Press.
- Ningrat, C. C., Asipi, L. S., & Rosalina, U. (2025). The effect of audio-lingual repetition drilling on EFL learners' speaking and listening comprehension. *NextGen Education Review Journal*, 3(2), 37–48. <https://doi.org/10.58660/tgm9e184>
- Novitasari, E., Inayah, I., & Waemamu, W. (2025). Contribution of Vygotskian-language-environment to enhancement of speaking skills among the students of Fadl Al-Fadhlan. *Tadris Al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 4(2), 228–250. <https://doi.org/10.15575/ta.v4i2.48169>
- Nur, R., Darmawan, A. S., Zulhannan, & Fauziah, A. (2024). Peningkatan kemampuan muhadatsah siswa melalui metode audio-lingual pada siswa kelas XI di MA Darussalam Lampung Selatan. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 9(4), 234–245.
- Othman, M. I. H., Awad, R. I. A., Tahawi, A. M. A., Nazmi, M. Z. M., & Hefny, R. M. M. (2026). Developing speaking skills among learners of Arabic as a foreign language: A theoretical framework and practical teaching strategies. *International Journal of Academic Research in Business and Social Sciences*, 16(6), 1225–1230. <https://doi.org/10.6007/IJARBSS/v16-i6/28596>
- Rahmanita, F., Fitriani, L., & Mubaligh, A. (2024). Application of the audiolingual method in learning Arabic speaking skills. *Education and Learning Journal*, 5(2), 86–93. <https://doi.org/10.33096/eljour.v5i2.981>
- Ritonga, M., Armini, A., Julhadi, J., Rambe, M. H., & Jaffar, M. N. (2023). Audiolingual method in Arabic learning. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 15(1), 244–260. <https://doi.org/10.24042/albayan.v15i1.15449>
- Setiadi, F. M., & Harahap, W. S. (2025). Dawr al-ansyīṭah al-masraḥiyyah fī tarqiyah mahārāt al-ta'bīr al-syafahī fī al-madrasah al-mutawassīṭah al-islāmiyyah. *Al-Wasil: Journal of Arabic Education*, 3(1), 13–25. <https://doi.org/10.30762/alwasil.v3i1.5291>
- Setiyadi, A. C., Hidayah, N., Wahyudi, M., & Br Maha, M. (2023). Bī'ah lughawiyah programs in Arabic language learning to improve student's Arabic speaking skills. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 7(1), 29–46. <https://doi.org/10.15575/jpba.v7i1.24173>