

# THE EFFECT OF APPLYING THE *AUDIO-LINGUAL METHOD* USING THE FIRST VOLUME OF THE BOOK “*ARABIAH BAINA YADAIK*” IN IMPROVING SPEAKING SKILLS IN STUDENTS OF THE IMAM SYAFI'I ENREKANG ISLAMIC BOARDING SCHOOL

Zhafran Athaya Bunyamin<sup>1</sup>, Hamka Ilyas<sup>2</sup>,  
Munir<sup>3</sup>, Kamaluddin Abunawas<sup>4</sup>, Rappe<sup>5</sup>

<sup>1</sup> *Student of the Arabic Language Education Study Program, Postgraduate Program (Master), State Islamic University Alauddin Makassar*

<sup>2</sup> *Lecturers at Alauddin State Islamic University Makassar*

<sup>3</sup> *Lecturers at Alauddin State Islamic University Makassar*

<sup>4</sup> *Lecturers at Alauddin State Islamic University Makassar*

<sup>5</sup> *Lecturers at Alauddin State Islamic University Makassar*

Email: azhafran95@gmail.com,<sup>1</sup>

ilyas.hamka@gmail.com,<sup>2</sup> muniralimuddin@uin-  
alauddin.ac.id,<sup>3</sup> kamaluddinab@gmail.com,<sup>4</sup> rappe@uin-  
alauddin.ac.id<sup>5</sup>

**Abstract:** This study discusses the effect of applying the *audiolingual method* using the first volume of the book “*Arabiah Baina Yadaik*” in improving speaking skills of students at the Imam Syafi'i Enrekang Islamic Boarding School. The type of research for this research is quantitative experimental research, and for the data collection method is observation, testing, and documentation. As for the results of the study, the researcher believes that the application of the audiolingual method by using the book *Arabiah baina yadaik* volume one is effective in improving speaking skills in students of the Imam Syafi'i Enrekang Islamic boarding school. The implication of

this research is to increase knowledge, attention, and insight for oneself in learning Arabic.

**Keywords:** *Audio-lingual method*, the first volume of the book "*Arabiab Baina Yadaik*", *speaking skills*

## INTRODUCTION

Language is one of the most important criteria for measuring the effectiveness of a nation in the field of progress, civilization, influence and influence. <sup>1</sup>Allah SWT says in Surah Yusuf 2:12, "Indeed, we sent it down in the form of an Arabic Qur'an so that you understand it." <sup>2</sup>. Learning Arabic to improve students' speaking skills to use the language, both orally and in writing. The use of language in the educational stages is called language skills.

Arabic is the words in which the Arabs express their purpose, and it reaches us through the transmission and memorization of the Qur'an and the noble hadiths. The Arabic language unites its learners, and that becomes a reason to know each other between the Arabs, so that the enemies of Islam try to fight the Arabic language, and revive local dialects and languages to distinguish between the children of one nation.<sup>3</sup>

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<sup>1</sup>Ahmad Fadhl Syakir Hidayat, "*Al-Kitab Ad-Dirasi Al-Arabiab Baina Yadaik*" (*Dirasab Tabliliab Washfiyyab Taqwimiyyab*). Thesis (Makassar: Arabic Language Education Graduate Program of Alauddin Negeri Islamic University Makassar, 2019), p. 1.

<sup>2</sup>Al-Qur'an Al-Karim Surah Yusuf (12) verse 2.

<sup>3</sup>Majid Ahmad, "*Idarab ta'lim allughab al-arabiab litarqiyah kafaah maharab al-kalam bima'bad uli al-albab nabdhah al-wathan Gigik Lumbuk asy-*

Arabic is the language of Arabs and Islam, and a major component of Arab nationalism. It is a powerful living language, which has lived its life in development and growth, and its bosom has extended to many Lands such as Persia, India, Greece and others. In the Middle Ages, there were several Arabic-language essays discussing philosophy, medicine, mathematics and other things that became a reference for Europeans, and Arabic was a tool for thinking and spreading culture in the country of Andalusia, which was a shining civilization in Europe. so as to dispel darkness and ignorance and propel it to development and progress.<sup>4</sup>

Language has four skills namely listening, speaking, reading and writing, and among these four skills have a close relationship in teaching it. The listening and reading skills contain receptive skills, while speaking and writing skills contain productive skills.<sup>5</sup>The method of teaching Arabic that is of concern to teachers in teaching Arabic and foreign languages in our time is the use of educational methods, approaches and models, because the result in teaching language is the use of the method.<sup>6</sup>

Method is one of the important elements in the production of the learning process. In fact, the results of

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*syarqiyah*". Thesis (Malang: Arabic Language Education Postgraduate Program Islamic University Maulana Malik Ibrahim Malang, 2017), p. 28.

<sup>4</sup>Abdu Al-Alim Ibrahim, "*Al-muwajjah al-fanniy limudarrisi al-lughab al-arabiab*" (Cairo: *Dar al-ma'arif*, 2007), p. 48.

<sup>5</sup>Acep Hermawan, *Arabic Language Learning Methodology* (Cet.IV; Bandung: PT. Remaja Rodakarya, 2014), p.129.

<sup>6</sup>Abu Bakar Muhammad, *Special Method of Teaching Arabic*, (Surabaya: Usaha Nasional, 1981), p. 20.

education depend on three factors: first, the maximum preparation in following the lesson, second, the mode of education, and third, the student's ability to understand the lesson. <sup>7</sup>Mahmoud Ismail Shini said as written in his book titled "*Dirasah fi tharaiq ta'lim al-lughat al-ajnabiyyah*" that the method is a general plan to present linguistic material in an orderly manner, not contradicting each other, and built on an approach certain.<sup>8</sup>

Researchers see that many of the students think that Arabic is an important subject. Therefore, the researcher chose the right method for the process of learning Arabic because it affected the results and achievement of the goals of learning Arabic. <sup>9</sup>Choosing the right method will be a separate way of dealing with problems by utilizing existing information. Therefore, educational methods are considered as a necessity that is needed by someone to solve educational problems.<sup>10</sup>

One of the educational methods is the *audio-lingual method* in which the method begins by introducing a sound pattern before teaching reading and writing. This method uses tape, video, film, etc. Maybe use the mother tongue as the

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<sup>7</sup>Abu Bakr Muhammad, *Special Methods of Teaching Arabic*, p. 21.

<sup>8</sup>Cicik Aini, "*Ath-thariqah As-Sam'iyyah Asy-syafahiyyah fii tarqiyah maharab al-istima' walkalam ladaa ath-tholabah fii madrasah nur al-jadid at-tsana'iyah al-Islamiyyah baiton barbalinjaa*" (*tasted washfiyyah tahliliyyah*). Thesis (Malang: Arabic Language Education Postgraduate Program Islamic University Maulana Malik Ibrahim Malang, 2017), p. 1.

<sup>9</sup>Busyairi Madjidi, *Arabic Language Teaching Methodology*, (Yogyakarta: Contribution Offset, 1994), p. 1.

<sup>10</sup>Busyairi Madjidi, *Arabic Language Teaching Methodology*, p. 2.

language of instruction. <sup>11</sup>In this case the researcher focuses on speaking skills because the use of this method is designed so that students can speak. Speaking skills are the ability to determine the sounds or words that are said to express ideas, opinions, wishes or poetry from the speaker, and students use it to communicate orally and get used to the Arabic language they learned before.<sup>12</sup>

*Audio-lingual* method is the method chosen by the researcher in learning Arabic, and the background for this is so that students can speak Arabic well as well as be able to use a lot of vocabulary heard in all their daily work. For example, the teacher gives conversations to students before they go to school through recordings or tapes so that students can hear them and acquire new vocabulary to use in speaking.<sup>13</sup>

In this study, the researcher used the first volume of the book "*Arabiiah Baina Yadaik*" in the learning process, where the book is recognized as the newest book used at various levels as preparation for becoming an expert in the field of Arabic. The purpose of this book is to facilitate the implementation of learning Arabic. The book "*Arabiiah Baina Yadaik*" is a book compiled by the "*Al-lughbah Al-Arabiiah Liljami*" Foundation which has its head office in Riyadh in 2001 AD and became famous in 2003 AD. The book volume that

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<sup>11</sup>Ahmad Izzan, *Arabic Language Learning Methodology*, (Bandung: Humanities, 2009), p. 137.

<sup>12</sup>Acep Hermawan, *Arabic Language Learning Methodology*, p.1 30.

<sup>13</sup>Cicik Aini, "*Ath-thariqah As-Sam'iyah Asy-syafahiyah fii tarqiyah maharah al-istima' walkalam ladaa ath-tholabah fii madrasah nur al-jadid at-tsanawiyah al-Islamiyyah baiton barbalinjaa*" (*tasted washfiyyah tahliliyyah*). Thesis, p. 1.

the researcher chose in this research process was the first volume because it discussed a lot about listening, speaking and reading skills, at the same time the researcher also wanted to improve students' speaking skills. In addition, this book discusses the latest daily dialogues so that it makes it easier for students to understand and apply them in everyday life, especially in improving their speaking skills in Arabic.

The advantages of the book "*Arabiah Baina Yadaik*" are: (1) Introducing modern theory in learning Arabic (2) Using simple and gradual methods (3) Applying language skills: listening, speaking, reading and writing (4) Giving a test that according to the level (5) Equipped with supporting materials to help in the learning process (6) suitable for all levels (beginner, middle and upper) both young and old who want to master the Arabic language quickly.<sup>14</sup>

Based on the first information and observations made by the researcher, Pondok Imam Syafi'i is a hut located in Enrekang Regency and has three *salafiyat* (levels), namely *salafiah ula* (equivalent to elementary school), *salafiah mustha* (equivalent to junior high school) and *salafiah ulya* (equal to elementary school). with SMA). Students in the three *salafiat* are joined in four *halaqoh* (classes) according to their level of ability in Arabic. And they focus on learning Arabic and memorizing the Koran. As for one of the *halaqoh* (class) that

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<sup>14</sup>Luluk Kristia nur indahsari and Naila ni'matul fuadiyyah, "*Al-Kitab ad-dirasii al-arabiyyah baina yadaik makbraj khalqan lita'allum hadbarah al-arab fii bi'ah al-ma'had as-salafiy*", *Journal (Malang, Department of Arabic Literature Malang State University, 2019)*, p. 437-438.

the researcher chose in the research process, namely the third *halaqoh*, because the students in this class were not yet skilled in speaking skills, even though they had studied Arabic until they were in the third *halaqoh* (class).

The problems that exist in this hut, especially in Arabic speaking skills. The first in terms of books that are taught to students in this cottage are ancient books, so the discussion, especially in speaking skills, is less relevant to be applied in our time. And the second is in terms of the regulations set by the Islamic boarding school, especially in the class that will be used as a researcher for the research where learning Arabic focuses on improving reading skills in this class and does not care about improving speaking skills on the part of the teacher, especially on the part of the students. Third, that the ability to speak Arabic for the students is still not perfect because their environment is not an Arabic language environment, especially when they leave the classroom and at the same time, there are regulations from the Islamic boarding school which oblige the students to speak Arabic, and those who violate it will be punished.

Based on the previous background, the researcher wants to discuss in depth in this matter with the title "The effect of applying the *audio-lingual method* using the first volume of the book "*Arabiab Baina Yadaik*" in improving speaking skills in students of the Imam Syafi'i Enrekang Islamic Boarding School."

## **RESEARCH METHODS**

The type of research used in this research is ex post facto research which is included in quantitative research. This research analyzes the research variables to determine the degree of relationship between variable X1, namely the Arabic language learning method and variable Y, namely the learning activity scores. Apart from describing the data as it is for each variable, this research seeks to determine whether there is a relationship between the variables and what level of relationship exists between the variables studied. Data obtained in the field is in the form of learning activity scores, learning discipline and PAI learning outcomes. The research location chosen in this research is the Imam Syafii Enrekang Islamic boarding school, the data collection methods are observation, interviews, documentation and questionnaires, research analysis uses the SPSS application, because this research is quantitative research so the data is processed using the results collected from questionnaires.

## **DISCUSSION**

As for students' speaking skills before applying the *audio-lingual method* using the first volume of the book "*Arabiah Baina Yadaik*", the researcher started testing it by holding a *pre-test* which was held on March 21, 2021. This *pre-test* was conducted to find out students' knowledge of Arabic before it was applied *audio-lingual method* using the first volume of the book "*Arabiah Baina Yadaik*". The results obtained from the *pre-test show* that knowledge of Arabic, especially related to



Arabic speaking skills, is still lacking and needs to be improved.

Based on observations made by researchers, Arabic teachers at the Imam Asy-Syafi'i Islamic Boarding School in Enricang Regency, especially for third-grade Arabic teachers for boys, use the *deliberation method* in teaching. This method, which is based on connecting words and sentences in a foreign language, without using the mother tongue, and they call this method the direct method, which calls for an absolute ban on the use of the mother tongue in class.<sup>15</sup>

*halaqoh (class)* Arabic teacher for boys, it is better to know the teaching method itself. So the teaching method is the way the teacher gives lessons and the way students receive lessons during the lesson, both in the form of informing and arousing.<sup>16</sup>

Amran, S.Pd.I., is an Arabic teacher at the Imam Syafi'i Islamic Boarding School in Enrekang District, specifically for third grade Arabic teachers for boys. When teaching Arabic, he speaks Arabic in front of the students, and he only speaks Arabic, except when necessary, and requires his students to speak Arabic during the learning process. In

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<sup>15</sup>Umm Fadhillah Imran, "*musykilat ta'lim al-lughab al-'arabiyyah bistikbdam kitab al-'arabiyyah linnasyi'in bimadrasah tafhidz al-qur'an lillbanat al-imam malik.*" *Thesis* (Makassar: Arabic Language Education Graduate Program of Alauddin Negeri Islamic University Makassar, 2018), p. 31.

<sup>16</sup>Ahmad Abu, *Special Methods of Religious Education* (Bandung: CV Amrico, 1986), p. 152; quoted in Sastriana, "Learning *Nahw Rules* by using tables to improve reading skills of students of the Faculty of Tarbiyah, Department of Arabic Language Education, UIN Alauddin Makassar", *Thesis* (Makassar: Arabic Language Education Postgraduate Program, Alauddin State Islamic University Makassar, 2014), p. 81.

the educational process, he supervises and monitors his students and prescribes punishments for language offenders. As for the punishment, it is considered negligent / without explanation for someone who speaks other than Arabic, even if it's only one word, and anyone who often violates the rules, will not be promoted.

Based on information from Arabic teachers at the Imam Syafi'i Islamic Boarding School in Enrekang District and especially for Arabic teachers in grade three for boys, the method used is actually very good, but the question is about the theory they receive in class. Can they apply it in their conversations? Because when *a pre-test was held* about their ability to speak Arabic, many of them could not speak Arabic properly. The researcher does not see that the method used by the teacher is ineffective, but the task for all of us is what makes many students unable to speak Arabic fluently?

The average value for *the pre-test* is 65.9. As written in the following table:

Table. The results obtained in *the pre-test*.

No	Name of the student	Value
1	Muhammad Alif	61
2	Muhammad Khaeril Gunawan	69
3	Nur Rahmad	76
4	Fakhrurazi	76
5	Friandi	61
6	Muhammad Albani	63

7	Hidayatullah	67
8	Afif Ahyadi	67
9	Syafiyurrahman	68
10	Ferry Kurniawan	71
11	Ferdiansyah	57
12	Muhammad Kahlil	82
13	Faris Yahya	63
14	Muhammad Tawi	59
15	Ahmad Wildan Syafir	63
16	Arjuna	65
17	Achievement	73
18	Abdurrahman	61
19	Muhammad Rivai	69
20	Faiq	57
21	Muhammad Almubarak	65
22	Syahrul Rahmat	61
23	Fikri	65
24	Mustafainal Akhyar	66
25	Ramadan charity	61
26	Rohan Hidayat	67
27	Omar Shihab	67
28	Rifki	67
29	Gifari	64
Amount		1911
Average value		65,89

As for the students' speaking skills after applying the *audio-lingual method* by using the book "*Arabiah Baina Yadaik*" the first volume, the researcher began his research in the experimental class by teaching Arabic during five meetings in which in each meeting an everyday Arabic conversation was discussed with the theme:

1. Everyday life
2. Food and drinks
3. Salat
4. Lesson
5. Jobs

The teaching procedure in this method is suitable for the student's level, especially at the *audio-lingual level*, we present a model for the lesson and summarize the steps as follows:

1. The teacher enters the class and greets students, brings the specified books and pictures, explains the meaning of the text and its description, and helps students to understand.
2. Read the text sentence by sentence, and point with your hand or with a stick to the pictures that show the meaning of each sentence or phrase while reading it. Then he comes back and reads again while the students follow what the teacher says in groups.
3. After the teacher is sure that his students have been able to repeat the text collectively and well, he divides the class into two groups: right and left or in front and behind, then he reads the text and asks the first group

to read the first sentence, which is usually a question , and the second group reads the second sentence which is the answer to the first sentence.

4. The class is divided into groups or symbols according to rows or corridors. Each group repeats a phrase, sentence, or part of the dialogue, and the group after finishing the next part, then the second group finishes the next part, and so on until the dialogue ends.
5. Each student is asked to read the text or part of it in front of their peers in a clear voice. The teacher listens to the students' pronunciation during all these activities, and she ensures that they pronounce the sounds of the language correctly, paying attention to pitch, intonation and harmony.
6. The teacher then moves on to the training pattern, which is an important stage, in fact the strength of this method. That is, some exercises around the objectives of the lesson and strengthening mastery of the main dialogue or text.
7. At the end of the lesson, the teacher gives homework, or work to be done in the language laboratory at a later time, such as listening to a tape in which the material is related to the text of the book and is based on the patterns taught to him in past lessons.<sup>17</sup>

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<sup>17</sup>Abdulaziz bin Ibrahim al-'ushailiy, *tharaiq tadriis al-lughab al-'arabiyyah linnathiqiina bilughaatin ukbraa*, (Imam Muhammad bin Su'ud Islamic University: 2002 AD), p. 105-108.

The teaching procedures in this method use the first volume of the book "*Arabiab Baina Yadaik*" in improving speaking skills are as follows:

Dialogues about greetings and acquaintances

How to teach students:

- 1) Ask students to close the book, and say: Listen carefully.
- 2) Play the tape, or read the dialogue in front of the students twice.
- 3) Ask students to open the book and listen carefully.
- 4) Play the cassette, or read the dialogue in front of the students twice.
- 5) Ask the students to close the book, do the sentence-by-sentence dialogue twice and ask the students to repeat as a group after you, each time.
- 6) Do a sentence-by-sentence dialogue and ask students to do it after you in the group.
- 7) Ask some students to do the dialogue after you individually.
- 8) Choose some students to do a dialogue in pairs.<sup>18</sup>

The method is used in every conversation in this book.

Based on the teaching procedures discussed earlier, the researcher started the research by practicing speaking first, namely listening activities, where the researcher listened to the

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<sup>18</sup>Abdurrahman Ibrahim Al-Fauzan, et al, '*Al-Arabiyyah baina yadaik: silsilah ta'lim al-lughah al-'arabiyyah lijbairi an-nathiqina biba- Kitab al-mu'allim, Volume 1* ( Riyadh: Maktabah Al-Malik Fahd Al -Wathaniy, 2017 M/1435 H), p. 2.

dialogues to his students using a portable speaker that had a loudspeaker. Then, after listening, the researcher read the dialogue and repeated it several times and the students listened carefully. Furthermore, students are asked to practice the dialogue in a directed manner (with guidance) so that they are more consistent in mastering the dialogue. Also during the lessons, the researcher often spoke to his students in Arabic. If they don't know the meaning of a word, the word will be taught until they understand it. Once they understood, the teacher asked them to at least practice it in a simple Arabic conversation such as asking permission when he or she wanted to leave the class for a while.

This activity takes place continuously in all meetings, so students get used to listening and speaking Arabic. If you continue to get used to it, students will speak Arabic easily. In addition, providing motivation in education is important.

When teaching in all meetings, the researcher encourages students to get used to speaking Arabic either individually, in pairs, or in groups. This activity aims to improve students' speaking skills. Education is focused on students especially in improving speaking skills, not focusing on grammatical mistakes when they speak, the most important thing is students' ability to speak Arabic.

In this education, the main actors are students and researchers facilitating them. Students who are proficient in Arabic with other students, then they speak Arabic with the researcher. This is to see how well students know.

Then the researcher divided the students into two groups. Each group plays a role and memorizes the dialogue. After the whole group memorized the dialogues, they were asked to switch roles. After all the students had memorized the dialogue/conversation, the researcher asked the students to practice the dialogue in front of the class in pairs. And it happens at every meeting.

*audio-lingual* method emphasizes listening and speaking skills, it does not mean ignoring reading and writing skills. Students are also asked to write down the dialogue heard from the loudspeaker. So that using the *audio-lingual method* can improve the ability to speak Arabic in the experimental group students.

The average result for the post-test is: 83.38. As written in the following table:

Table. The results obtained in *the post-test*

The research results are as follows:

Descriptive Test Table

circumstances	Minimum	Maximum	Means	std. Deviation
Pre Test	57	82	65.8966	5.75292
Posttest	64	96	83.3793	8.21329



The Descriptive Test Table is a descriptive analysis related to the pre-test and post-test variables. The results for the pre-test variables show that the data ranges from 57 to 82 with an average value of 65.8966 and a standard deviation of 5.75292. The results for the post test variables show that the data ranges from 64 to 96 with an average value of 83.3793 and a standard deviation of 8.21329. It can be concluded that the average post test is greater than the average pre test value.

#### Normality Test Table

#### Tests of Normality

circumstances	Shapiro-Wilk		
	Statistics	df	p-values
Pre Test	0.94	29	0.102
Posttest	0968	29	0.499

The Normality Test Table is the result of the normality test to determine the normality of a data. The results of the analysis show that the data is normally distributed when the p-value is more than 0.05. Based on the normality test in table (), it produces a p-value for the pre-test variable of 0.102 and for the post-test of 0.499, each of which is greater than 0.05. It can be concluded that the data for the pre-test and post-test variables are normally distributed.

Pre Post Test Table

circumstances	Paired Differences				t	p-values
	Means	std. Deviation	95% Confidence Interval of the Difference			
			Lower	Upper		
Post Test - Pre Test	17,483	9,140	14,006	20,960	10,300	0.000

The Pre Post Test table is the result of a comparison test between the pre test and post test variables. The results show that the difference in the average score between the pre-test and post-test is 17.483 with a standard deviation of 9.140 and the difference between the differences is between 14.006 and 20.960. The results of the comparison test showed a p-value of 0.000 which was less than 0.05 so it was concluded that there was a significant average difference between the pre-test and post-test.

And the result is that H0 is rejected and H1 is accepted. Based on the previous explanation, the researcher believes that the application of the *audio-lingual* method using the first volume of the book “*Arabia Baina Yadaik*” is effective in improving speaking skills in students of the Imam Syafi'i Enrekang Islamic boarding school.

This is because the students are happy and enjoy learning Arabic by applying the *audio-lingual method* using the first volume of the book "*Arabia Baina Yadaik*", especially in improving their speaking skills about Arabic. They like this lesson because the researcher provides dialogues related to their daily lives and with the help of tapes whose dialogues use native Arabic words, which helps them recite Arabic dialogues fluently after hearing them.

This is in accordance with a thesis written by a student of the Arabic Language Education Department, Postgraduate Program, Alauddin State Islamic University Makassar in 2016 with the theme: "Effectiveness of applying the *audio-lingual method* in improving students' speaking skills at Madelo Barru State High School in Barru District". From the results of his research: that the application of the *audio-lingual method* can improve students' speaking skills. The students' high interest in the level of education, care and enjoyment is very good, which means they like learning Arabic with the *audio-lingual method*, and they respond that this method is interesting and fun for us.<sup>19</sup>As for the difference, this previous study and my research discussed the effectiveness of applying the *audio-lingual method* in improving speaking skills alone, unlike my next research, which discussed learning Arabic by applying

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<sup>19</sup>Hadrah, "The Effectiveness of Applying the *al-Sam'iyah al-Syafamiyyah Method* to Increasing *Mabarab al-Kalam* Students at MAN Madello, Barru District. " *Thesis* (Makassar, Postgraduate Program at Alauddin State Islamic University Makassar, 2016)

the *audio-lingual method* using the first volume of the book "*Arabiah Baina Yadaik*". in improving speaking skills.

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