



From Morphology to Speaking: Developing an Al-Amthilah al-Taṣrīfiyyah Companion Book for Beginner Arabic Learners

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Abstract

Traditional Arabic morphology instruction often enables beginner learners to memorize conjugational patterns without adequately supporting their application in meaningful language use. This study aimed to develop, validate, and evaluate a bilingual Arabic–Indonesian companion book for Al-Amthilah al-Taṣrīfiyyah that connects morphological knowledge with sentence construction and guided speaking practice. The study employed an educational research and development design integrating qualitative and quantitative approaches. It involved forty-five third-grade ibtidā'ī students at Darullughah Wadda'wah Ba'alawi Islamic Boarding School, Bangil, East Java, Indonesia. Six students participated in a limited trial, while two experts evaluated the content and instructional design. Data were collected through classroom observation, semi-structured interviews, validation questionnaires, student responses, and pretest–posttest instruments. The developed product contained bilingual explanations, vocabulary meanings, contextual examples, learning instructions, and structured exercises organized into eight instructional units. Expert validation produced an overall feasibility score of 90.4 percent, classified as very good. Student feedback prompted revisions to typography, color, images, and instructional presentation. Quantitative findings showed that the mean score increased from 67.78 (SD = 28.50) on the pretest to 89.24 (SD = 18.52) on the posttest. The difference was statistically significant, $t(44) = 5.59$, $p < .001$, with a large within-participant effect, $d _z = .83$. These findings indicate that the companion book effectively strengthened learners' functional morphological mastery. The study contributes a contextual model for transforming traditional ṣarf memorization

into structured linguistic practice supporting beginner Arabic speaking instruction. Because the assessment primarily measured written morphological achievement, further research should examine transfer to spontaneous oral performance.

Keywords: Arabic morphology; companion book; educational design research; functional morphological mastery; speaking instruction

Introduction

Arabic speaking proficiency requires learners to do more than memorize vocabulary or reproduce isolated sentences. Effective oral communication involves selecting suitable lexical items, modifying word forms, arranging them into meaningful structures, and producing them accurately in response to particular communicative situations. These demands are especially significant in Arabic because grammatical meanings such as tense, person, number, gender, voice, and agency are frequently represented through morphological changes. Difficulties in pronunciation, vocabulary selection, grammatical construction, and word formation can therefore prevent non-native learners from expressing their ideas even when they have studied Arabic for an extended period.¹ Arabic morphology, or *ṣarf*, provides an important linguistic foundation because it enables learners to recognize word roots, distinguish morphological patterns, and understand relationships between form and meaning.² The root-and-pattern system also demonstrates that additions or changes to a basic form may produce different grammatical and semantic functions.³ Understanding verbal nouns and other derived forms is consequently important not only for interpreting Arabic expressions but also for producing sentences that correspond to their intended meanings.⁴

¹ Abdallah Hussein El-Omari and Hussein Mohammad Bataineh, "Problems of Learning Arabic by Non-Arabic Speaking Children: Diagnosis and Treatment," *Journal of Language Teaching and Research* 9, no. 5 (2018): 1095–100, <https://doi.org/10.17507/jltr.0905.25>.

² Moh. Fery Fauzi and Irma Anindiati, "تطوير اللغز الرقمي لمادة التطبيق الصرفي 1 على الهاتف المحمول," *Buletin Al-Turas* 25, no. 1 (2019): 129–39, <https://doi.org/10.15408/bat.v25i1.11506>.

³ Amrah Kasim et al., "Bugis and Arabic Morphology: A Contrastive Analysis," *Education Research International* 2022 (2022): 9031458, <https://doi.org/10.1155/2022/9031458>.

⁴ Mia Nurmala et al., "Why Is Masdar Important? An Investigating of Masdar and Its Translation," *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 5, no. 1 (2022): 82–93, <https://doi.org/10.17509/alsuniyat.v5i1.44843>.

Nevertheless, morphology is often taught as a collection of paradigms, terminology, and formulas that must be memorized. Learners may recite transformations from *fi'l māḍī* to *fi'l muḍāri'*, *maṣḍar*, *ism fā'il*, *ism maf'ūl*, and *fi'l amr* without understanding how those forms function in spoken communication. This problem is partly related to the design of Arabic textbooks, which sometimes prioritize linguistic content and curriculum coverage without providing sufficient contextual exercises, communicative tasks, or gradual opportunities for productive language use.⁵ Differences in the linguistic organization, vocabulary selection, grammatical presentation, and exercise types found in Arabic textbooks can also influence how effectively learners connect textbook knowledge with communicative competence.⁶ Morphological instruction must therefore move beyond the mechanical reproduction of conjugation tables toward activities that require learners to interpret meanings, complete sentences, respond to questions, and use appropriate word forms in oral exchanges.

This gap is visible in the teaching of *Al-Amthilah al-Taṣrīfiyyah*, a morphology textbook traditionally used in Indonesian Islamic boarding schools. The book offers systematically arranged conjugational examples and assists learners in memorizing Arabic morphological patterns. Its concise organization makes it valuable for introducing the structure of Arabic words. However, the textbook was primarily designed to present conjugational forms rather than extended explanations, contextual dialogues, or speaking exercises. Consequently, learners may successfully memorize its paradigms but experience difficulty when applying them in everyday conversation.

The same condition was identified among forty-five third-grade *ibtidā'ī* students in Class A at Darullughah Wadda'wah Ba'alawi Islamic Boarding School in Bangil, East Java. Although the institution maintained an Arabic-speaking environment and required students to communicate in Arabic, preliminary observations showed that several students were not accustomed to using correct

⁵ Sutri Ramah and Miftahur Rohman, "Analisis Buku Ajar Bahasa Arab Madrasah Aliyah Kurikulum 2013," *Arabiyatuna: Jurnal Bahasa Arab* 2, no. 2 (2018): 141–60, <https://doi.org/10.29240/jba.v2i2.552>.

⁶ Kamarulzaman Abdul Ghani, Ahmad Sabri Noh, and Nurul Iman Ahmad Bukhari, "Linguistic Features Differences in Arabic Textbooks Used at Islamic Schools in Malaysia," *KEMANUSIAAN: The Asian Journal of Humanities* 28, no. 1 (2021): 151–69, <https://doi.org/10.21315/kajh2021.28.1.7>.

morphological forms in their speech. They had difficulty differentiating past- and present-tense verbs, selecting appropriate present-tense prefixes, and transforming memorized conjugations into meaningful sentences. The teachers also needed additional time to explain vocabulary, translate examples, and write supplementary exercises on the board because the principal textbook contained limited practical training. These conditions indicate a discrepancy between students' ability to memorize morphological patterns and their ability to employ those patterns in oral communication.

Teaching-material development is relevant to resolving this discrepancy because instructional materials mediate the relationship between curriculum objectives, linguistic content, learner characteristics, and classroom activities. Arabic materials should be developed through a systematic process that considers content accuracy, linguistic accessibility, learner level, instructional sequencing, exercises, and evaluation.⁷ Materials intended to develop speaking competence must additionally contain language functions, contextual vocabulary, relevant sentence patterns, oral exercises, and opportunities for interaction.⁸ A communicative orientation is especially important because it transforms grammatical information into language that learners can employ for asking questions, providing information, describing activities, and participating in short conversations.⁹ Needs analysis also shows that speaking materials should correspond to learners' social environment, proficiency level, cultural context, and twenty-first-century learning requirements.¹⁰ Moreover, constructivist textbook development demonstrates that learning materials become more meaningful when

⁷ Muhammad Syaifullah and Nailul Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab," *Arabiyatuna: Jurnal Bahasa Arab* 3, no. 1 (2019): 127–44, <https://doi.org/10.29240/jba.v3i1.764>.

⁸ Puti Zulharby, Yumna Rasyid, and Nuruddin Nuruddin, "The Characteristics of Teaching Material Arabic Speaking Skills in Higher Education," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 11, no. 2 (2019): 194–213, <https://doi.org/10.24042/albayan.v11i2.5175>.

⁹ Noza Aflisia and Hazuar Hazuar, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Pendekatan Komunikatif," *Arabiyatuna: Jurnal Bahasa Arab* 4, no. 1 (2020): 111–30, <https://doi.org/10.29240/jba.v4i1.1380>.

¹⁰ Mohamad Sarip, "Students' Needs of Arabic Speaking Material Using the Integrated Local Wisdom in the 21st-Century Skills Model," *AL-ISHLAH: Jurnal Pendidikan* 14, no. 2 (2022): 1053–60, <https://doi.org/10.35445/alishlah.v14i2.1899>.

learners actively connect new linguistic concepts with prior knowledge and practical language experiences.¹¹

A number of recent studies have attempted to improve Arabic speaking proficiency through different pedagogical strategies. Behavioral reinforcement and repeated speaking practice have been employed to establish productive language habits among secondary-school learners.¹² Flipped-classroom instruction has provided learners with greater preparation time and expanded opportunities for speaking activities during classroom meetings.¹³ Mind-mapping strategies have also helped learners organize vocabulary and ideas before presenting them orally.¹⁴ Other studies emphasize the integration of learning theories, structured practice, classroom interaction, and appropriate feedback in developing speaking proficiency.¹⁵ Culture-based instruction using *Al-'Arabiyyah Bayna Yadayk* further demonstrates that speaking materials can become more functional when linguistic forms are connected with recognizable social and cultural situations.¹⁶ Peer teaching similarly supports learner motivation by reducing anxiety and allowing students to practise Arabic with classmates in a less formal environment.¹⁷

These studies affirm that speaking competence develops through contextual exposure, guided practice, interaction, repetition, and meaningful language production. However, learners continue to face difficulties when they

¹¹ Sahkholid Nasution and Akmal Walad, "The Effectiveness of Constructivism-Based Arabic Textbook in Higher Education," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 1 (2022): 63–84, <https://doi.org/10.29240/jba.v6i1.3572>.

¹² Tulus Musthofa and Faiq Ilham Rosyadi, "Actualization of Behavioral Theory in Learning Arabic Speaking Skills at the Madrasah Aliyah Level," *Universal Journal of Educational Research* 8, no. 12A (2020): 7343–49, <https://doi.org/10.13189/ujer.2020.082518>.

¹³ Ibtelhal Mahmoud Aburezeq, "The Impact of Flipped Classroom on Developing Arabic Speaking Skills," *The Asia-Pacific Education Researcher* 29, no. 4 (2020): 295–306, <https://doi.org/10.1007/s40299-019-00483-z>.

¹⁴ Miatin Rachmawati, Fitria Nugrahaeni, and Lailatul Mauludiyah, "Improving Arabic Speaking Skill through Mind Mapping Strategy," *Izdiyar: Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 1 (2020): 31–44, <https://doi.org/10.22219/jiz.v3i1.10967>.

¹⁵ Sutaman Sutaman and Suci Ramadhanti Febriani, "Optimizing Arabic Speaking Skills Based on Integration of Learning Theory Framework in Higher Education," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 8, no. 1 (2021): 75–89, <https://doi.org/10.15408/a.v8i1.20423>.

¹⁶ Apri Wardana Ritonga et al., "Ta'lim Maharah al-Kalam 'Ala Asas al-Tsaqafah Bi Istikhdam Kitab al-'Arabiyyah Bayna Yadayk Fi Marhalah al-Mutawassithah," *Arabiyatuna: Jurnal Bahasa Arab* 5, no. 1 (2021): 1–22, <https://doi.org/10.29240/jba.v5i1.1942>.

¹⁷ Nurul Wahdah et al., "Peer Teaching Method to Support the Students' Learning Motivation in Arabic Speaking Skills during the COVID-19 Pandemic," *Ijaz Arabi Journal of Arabic Learning* 5, no. 2 (2022): 573–82, <https://doi.org/10.18860/ijazarabi.v5i2.11660>.

lack the vocabulary, grammatical control, and confidence required to express ideas spontaneously.¹⁸ Pictorial and contextualized textbooks have been developed to address some of these difficulties by connecting vocabulary and sentence structures with visual situations that can stimulate oral responses.¹⁹ Arabic learning designs oriented toward twenty-first-century competencies likewise emphasize active participation, communication, collaboration, creativity, and the appropriate integration of instructional media.²⁰ Although these developments have strengthened Arabic speaking pedagogy, most studies have concentrated on independent speaking textbooks, digital media, learning strategies, cultural materials, or general communicative approaches. Limited attention has been given to companion materials that retain a traditional *ṣarf* textbook while systematically extending its content into oral language practice.

A companion book is particularly appropriate in the pesantren context because it does not replace *Al-Amthilah al-Taṣrīfiyyah* or separate learners from an established morphological tradition. Instead, it strengthens the original textbook by adding explanations of word meanings, distinctions among conjugational forms, contextual examples, guided questions, completion tasks, short dialogues, and gradual speaking exercises. Through this design, learners can move through a sequence of recognizing a form, understanding its meaning, inserting it into a sentence, and finally using it in an oral exchange. Morphological paradigms are thus repositioned from objects of memorization into productive resources for communication.

The novelty of this study lies in the systematic transformation of *Al-Amthilah al-Taṣrīfiyyah* from a primarily memorization-oriented morphology text into the foundation of a companion book for beginner speaking instruction. Unlike studies that develop entirely new speaking textbooks, the present research

¹⁸ Mochammad Firdaus, "Problems in Expressing Arabic Language of Indonesian Students at Khartoum International Institute for Arabic Language," *Izdiyar: Journal of Arabic Language Teaching, Linguistics, and Literature* 2, no. 1 (2019): 35–52, <https://doi.org/10.22219/jiz.v2i1.7588>.

¹⁹ Muhammad Ainur Roziqi, "Development of Pictorial Textbook for Arabic Speaking Skill in Islamic Studies Program," *Izdiyar: Journal of Arabic Language Teaching, Linguistics, and Literature* 2, no. 3 (2019): 217–30, <https://doi.org/10.22219/jiz.v2i3.10161>.

²⁰ Suci Ramadhanti Febriani et al., "Design of Arabic Learning for Senior High School in the 21st Century," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 12, no. 1 (2020): 1–21, <https://doi.org/10.24042/albayan.v12i1.5886>.

maintains the structure and pedagogical identity of the original text while introducing communicative extensions appropriate to the learners' linguistic level. The developed product integrates morphological accuracy, vocabulary comprehension, sentence construction, and guided oral production. It thereby seeks to bridge traditional *ṣarf* learning and functional Arabic communication within the educational culture of an Islamic boarding school.

Accordingly, this study aims to develop and validate an *Al-Amthilah al-Taṣrīfiyyah* companion book and to examine its effectiveness in improving the Arabic speaking skills of third-grade *ibtidā'ī* learners. It addresses two research questions: How can a companion book based on *Al-Amthilah al-Taṣrīfiyyah* be systematically developed to support beginner Arabic speaking instruction? To what extent is the developed companion book effective in improving learners' ability to use Arabic morphological forms in oral communication?

Method

This study employed educational research and development supported by qualitative and quantitative approaches. The design was selected because the research involved identifying an instructional problem, developing a companion book, validating and revising the product, and evaluating its classroom use.²¹ Educational design research emphasizes iterative analysis, design, evaluation, and refinement in authentic educational settings.²² Qualitative data were used to identify learner needs and evaluate product implementation, while quantitative data were used to examine expert-validation results and changes in student achievement.²³

The study was conducted in Class A of the third-grade *ibtidā'ī* program at Darullughah Wadda'wah Ba'alawi Islamic Boarding School, Bangil, East Java. All forty-five students in the class participated in the field trial because the

²¹ Susan McKenney and Thomas C. Reeves, *Conducting Educational Design Research*, 2nd ed. (London: Routledge, 2019), <https://www.routledge.com/Conducting-Educational-Design-Research/McKenney-Reeves/p/book/9781138095564>.

²² Arthur Bakker, *Design Research in Education: A Practical Guide for Early Career Researchers*, 1st ed. (London: Routledge, 2019), <https://www.routledge.com/Design-Research-in-Education-A-Practical-Guide-for-Early-Career-Researchers/Bakker/p/book/9781138574489>.

²³ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education*, 8th ed. (London: Routledge, 2018), <https://www.routledge.com/Research-Methods-in-Education/Cohen-Manion-Morrison/p/book/9781138209886>.

accessible population was relatively small.²⁴ Six students participated in an initial limited trial, while two experts evaluated the content and instructional design of the developed material. The product was a bilingual Arabic–Indonesian companion book designed to supplement, rather than replace, *Al-Amthilah al-Taṣrīfiyyah*. It contained learning objectives, usage instructions, morphological explanations, translations, contextual examples, and structured exercises.

Data were collected through classroom observation, semi-structured interviews, expert-validation questionnaires, limited-trial responses, and pretest–posttest instruments. Using multiple data sources supported a more comprehensive evaluation of the product.²⁵ The content expert assessed linguistic accuracy, relevance, and organization, while the design expert assessed readability, presentation, instructional guidance, and usability. The questionnaires used a five-point scale and provided space for qualitative comments. Expert review was conducted to determine whether the product sufficiently represented the intended instructional content and learning objectives.²⁶ The validation process also followed established principles of defining the domain, selecting qualified reviewers, applying relevant criteria, and revising the product systematically.

The development procedure consisted of ten stages: needs analysis, data collection, initial product design, expert validation, first revision, limited trial, second revision, field trial, final revision, and final-product preparation. These stages reflected the iterative character of educational design research.²⁷ During the field trial, students completed a pretest before using the companion book and a posttest after the instructional intervention.

Observation and interview data were analyzed through familiarization, descriptive coding, category development, and interpretation.²⁸ Expert-validation

²⁴ Daniël Lakens, “Sample Size Justification,” *Collabra: Psychology* 8, no. 1 (2022): 33267, <https://doi.org/10.1525/collabra.33267>.

²⁵ Cohen, Manion, and Morrison, *Research Methods in Education*.

²⁶ Godfred O. Boateng et al., “Best Practices for Developing and Validating Scales for Health, Social, and Behavioral Research: A Primer,” *Frontiers in Public Health* 6 (2018): 149, <https://doi.org/10.3389/fpubh.2018.00149>.

²⁷ McKenney and Reeves, *Conducting Educational Design Research*.

²⁸ Virginia Braun and Victoria Clarke, *Thematic Analysis: A Practical Guide*, 1st ed. (London: SAGE Publications, 2021), <https://uk.sagepub.com/en-gb/eur/thematic-analysis/book248481>.

scores were converted into percentages by dividing the obtained score by the maximum possible score and multiplying the result by 100. The percentages were categorized as very good, good, adequate, poor, or very poor. Pretest and posttest scores were analyzed descriptively and through a paired-samples *t*-test because the same participants completed both measurements.²⁹ IBM SPSS Statistics version 24 was used, with statistical significance determined at the .05 level.³⁰

Student identities were anonymized, and the data were used exclusively for research purposes. Institutional permission, voluntary participation, consent, confidentiality, and participants' right to withdraw should be reported in accordance with educational-research ethics.³¹ Because the original study did not report an ethics-approval number, the article should not claim formal ethical approval unless supporting documentation is available.

A methodological limitation should also be acknowledged. The pretest and posttest primarily measured written morphological achievement rather than direct oral-speaking performance. Therefore, the findings should be interpreted as improvement in functional morphological mastery supporting speaking unless separate oral-test data are available.

Results and Discussion

Development of the Companion Book

The needs analysis identified a clear gap between students' mastery of morphological paradigms and their ability to apply those forms in meaningful sentences. Although Al-Amthilah al-Taṣrīfiyyah provided systematically arranged conjugational patterns, it contained limited explanations, translations, contextual examples, and exercises. Teachers consequently had to write additional exercises on the board, which required considerable classroom time, while the limited

²⁹ Prabhaker Mishra et al., "Application of Student's *t*-Test, Analysis of Variance, and Covariance," *Annals of Cardiac Anaesthesia* 22, no. 4 (2019): 407–11, https://doi.org/10.4103/aca.ACA_94_19.

³⁰ Andy Field, *Discovering Statistics Using IBM SPSS Statistics*, 5th ed. (London: SAGE Publications, 2018), <https://edge.sagepub.com/field5e>.

³¹ British Educational Research Association, *Ethical Guidelines for Educational Research*, 4th ed. (London: British Educational Research Association, 2018), <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018>.

variety of activities reduced student engagement. Students also experienced difficulty distinguishing past- and present-tense verbs and selecting the appropriate prefixes for present-tense forms.

The developed product responded to these needs by maintaining *Al-Amthilah al-Taṣrīfiyyah* as the principal textbook while adding bilingual Arabic–Indonesian explanations, vocabulary meanings, contextual examples, speaking-oriented activities, and structured exercises. The companion book contained an introduction, learning objectives, instructions for teachers and students, eight instructional units, and a table of contents. The units introduced *ṣarf* and explained the functions of selected augmented verb patterns, including *infa‘ala*, *ifta‘ala*, *if‘alla*, *istaf‘ala*, and several extended trilateral and quadrilateral forms.

Expert recommendations resulted in six principal revisions: relocating the table of contents to the opening pages, adding instructions for teachers and students, replacing the term “teaching method” with “teaching steps,” aligning instructional steps with lesson objectives, adding conversational examples derived from the morphological patterns, and expanding the reference list. These revisions strengthened the relationship between the book’s linguistic content, classroom procedures, and intended learning outcomes.

Expert Validation

The content and design experts evaluated the first revised product using separate validation instruments. The material expert awarded 48 of 50 possible points, equivalent to 96 percent, while the design expert awarded 74 of 85 points, equivalent to 87 percent. The combined score was 122 of 135 points, or 90.4 percent, placing the product in the *very good* category.

Table 1. Expert Validation of the Companion Book

Validation component	Obtained score	Maximum score	Percentage	Category
Content and Arabic morphology	48	50	96.0%	Very good
Instructional and visual design	74	85	87.1%	Very good
Overall	122	135	90.4%	Very

The results indicate that the product was considered appropriate in terms of morphological accuracy, instructional organization, readability, and usability. Nevertheless, expert validation demonstrates product feasibility rather than classroom effectiveness. Its primary contribution was to identify weaknesses in the first draft and provide a basis for systematic revision before implementation.

Student Responses and Product Revision

Student responses showed generally positive perceptions of the companion book, although some visual aspects required improvement. The highest internally consistent response concerned the attractiveness of the book, which received 90 percent. Students also reported positive enjoyment in learning *ṣarf* through the book and considered its content understandable. In contrast, font clarity received only 55 percent, while the visual attractiveness of the colors received 77 percent.

Table 2. Selected Student Responses to the Initial Product

Indicator	Percentage	Interpretation
Overall attractiveness	90%	Very good
Font clarity	55%	Adequate
Color attractiveness	77%	Good
Enjoyment of learning <i>ṣarf</i>	88%	Very good
Ease of understanding the content	86%	Very good

The font and color results became the basis for the second product revision. The font size was enlarged, colors were strengthened, and supporting images were added to make the book more accessible and visually engaging. This illustrates the value of including learners in the formative evaluation process: expert approval alone did not reveal all practical problems experienced by students when using the material.

Some response frequencies and percentages reported in the original thesis were not arithmetically consistent. Accordingly, Table 2 presents only indicators whose reported frequencies and percentages could be reconciled. This selective reporting avoids reproducing potentially inaccurate item-level results.

Changes in Student Achievement

The pretest mean was 67.78 ($SD = 28.50$), whereas the posttest mean increased to 89.24 ($SD = 18.52$). The mean gain was therefore 21.47 points. The lower posttest standard deviation also indicates that student scores became less dispersed after the intervention.

Table 3. Pretest and Posttest Results

Measurement	<i>N</i>	Mean	Standard deviation	Standard error
Pretest	45	67.78	28.50	4.25
Posttest	45	89.24	18.52	2.76
Mean gain	45	21.47	—	—

The paired measurements were moderately correlated, $r = .465$, $p = .001$. The paired-samples test showed a statistically significant difference between the two measurements, $t(44) = 5.59$, $p < .001$, with a 95 percent confidence interval for the mean improvement of 13.72–29.21 points. Based on the reported mean and standard deviation of the difference scores, the standardized within-participant change was $d_z = .83$.

Table 4. Paired-Samples Test

Mean gain	SD of difference	95% CI	<i>t</i>	<i>df</i>	<i>p</i>	<i>d_z</i>
21.47	25.78	13.72–29.21	5.59	44	< .001	.83

For clarity, the difference is reported as posttest minus pretest. The thesis table labels the comparison as pretest minus posttest but presents a positive difference and positive confidence interval.

The first important finding is that the instructional problem did not originate from the absence of morphological content but from the limited pedagogical support surrounding that content. Al-Amthilah al-Taṣrīfiyyah already provided orderly conjugational paradigms, yet learners required translation, explanation, contextualization, and practice to convert those paradigms into usable linguistic knowledge. The companion-book model was therefore appropriate because it retained the established pesantren text while supplying the instructional components needed by beginner learners. This supports the position that Arabic materials should be developed according to learner needs, linguistic level, instructional objectives, sequencing, and the practical conditions of the

classroom.³² Needs-based material design is particularly important for speaking instruction because learners require vocabulary, structures, contextual models, and opportunities for productive use rather than grammatical information alone.³³

The expert-validation result of 90.4 percent suggests that the product achieved a strong level of content and design feasibility. More importantly, the experts' qualitative recommendations moved the material toward a more communicative orientation. Adding conversational examples and aligning activities with learning objectives created a clearer progression from identifying morphological forms to using them in sentences. This finding is consistent with communicative Arabic-material development, which seeks to connect theoretical knowledge with practical language use.³⁴ It also corresponds with research showing that constructivist textbooks are more useful when learners analyze existing examples and subsequently produce new language based on the patterns they have studied.³⁵

The student evaluation provides another important insight. Although the content was positively received, the low font-clarity score demonstrates that linguistic accuracy alone does not make a teaching material effective or usable. Typography, color, layout, instructions, and visual organization influence whether learners can interact comfortably with instructional content. The revision of font size, colors, and images therefore represented a pedagogical improvement rather than a merely cosmetic change. Previous work on Arabic speaking materials similarly emphasizes clarity, accessibility, learner appropriateness, and the integration of visual and contextual support.³⁶ Mind-mapping research also indicates that combining text and visual organization can reduce boredom and help learners prepare vocabulary and ideas for oral production.³⁷

³² Syaifullah and Izzah, "Kajian Teoritis Pengembangan Bahan Ajar Bahasa Arab."

³³ Zulharby, Rasyid, and Nuruddin, "The Characteristics of Teaching Material Arabic Speaking Skills in Higher Education."

³⁴ Aflisia and Hazuar, "Pengembangan Bahan Ajar Bahasa Arab Berbasis Pendekatan Komunikatif."

³⁵ Nasution and Walad, "The Effectiveness of Constructivism-Based Arabic Textbook in Higher Education."

³⁶ Zulharby, Rasyid, and Nuruddin, "The Characteristics of Teaching Material Arabic Speaking Skills in Higher Education."

³⁷ Rachmawati, Nugrahaeni, and Mauludiyah, "Improving Arabic Speaking Skill through Mind Mapping Strategy."

The increase from 67.78 to 89.24 indicates that learners demonstrated stronger mastery of the morphological concepts and applications represented in the test after using the companion book. Several product characteristics may have contributed to this improvement: bilingual explanations reduced lexical ambiguity, structured exercises provided repeated practice, and contextual examples linked morphological forms with sentence-level meanings. Similar benefits have been reported in the development of supplementary *ṣarf* exercises, where additional practice extended morphology learning beyond the limitations of the principal textbook.³⁸ The result also aligns with behavioral approaches to Arabic speaking instruction that emphasize repetition, reinforcement, and the gradual formation of productive language habits.³⁹

The conversational examples may also have helped reposition morphology as a resource for communication. Rather than recalling forms as isolated tables, learners encountered the patterns in expressions that illustrated their functions. Research on flipped Arabic speaking instruction demonstrates that preparation, guided exposure, and expanded opportunities for classroom production can improve learners' speaking performance.⁴⁰ Peer-supported speaking activities likewise show that interactive and less threatening practice environments can strengthen motivation and participation. These studies suggest that the educational value of the companion book lies not merely in adding more information but in creating pathways through which students can repeatedly process and use morphological knowledge.

The effectiveness of the companion book can be further interpreted through cognitive-load theory. Beginners must simultaneously identify roots, recognize morphological patterns, understand grammatical meanings, and construct sentences. Presenting these elements without sufficient sequencing may overload working memory. The bilingual explanations, enlarged typography, contextual examples, and gradual exercises may have reduced unnecessary cognitive demands and allowed students to focus on the relationship between

³⁸ Fauzi and Anindiati, “تطوير اللغز الرقمي لمادة التطبيق الصرفي 1 على الهاتف المحمول كالتدريبات الإضافية خارج الفصل الدراسي.”

³⁹ Musthofa and Rosyadi, “Actualization of Behavioral Theory in Learning Arabic Speaking Skills at the Madrasah Aliyah Level.”

⁴⁰ Aburezeq, “The Impact of Flipped Classroom on Developing Arabic Speaking Skills.”

morphological form and communicative meaning.⁴¹ However, visual additions are pedagogically valuable only when they clarify the target structure; decorative images or excessive translation may create redundancy rather than support learning.⁴² The revisions made after student evaluation therefore strengthened not only the visual attractiveness of the product but also its cognitive accessibility.

The improvement in morphological achievement may also reflect the interaction between repeated retrieval and contextual variation. Learners were not merely exposed to conjugational patterns; they were repeatedly required to recognize, complete, differentiate, and reproduce them. Classroom research indicates that retrieving previously studied information generally strengthens retention more effectively than passive restudy.⁴³ Nevertheless, repetition should not remain mechanical. Effective second-language practice requires variation in examples, distributed opportunities, feedback, and gradual movement from controlled to less controlled production.⁴⁴ Vocabulary and morphological forms also become more usable when learners encounter them across several meaningful contexts rather than as isolated equivalents.⁴⁵ Thus, the companion book's contribution lies in combining the mnemonic strength of traditional conjugation practice with opportunities to reconstruct the same patterns in new sentences.

A deeper interpretation should distinguish morphological accuracy from communicative transfer. Recognizing the correct past- or present-tense form in a written exercise does not automatically ensure that learners can retrieve it rapidly during conversation. Research on tense–aspect instruction shows that grammatical development requires coordinated attention to form, meaning, and use; assessments that measure only formal identification may overestimate functional

⁴¹ John Sweller, Jeroen J. G. Van Merriënboer, and Fred Paas, "Cognitive Architecture and Instructional Design: 20 Years Later," *Educational Psychology Review* 31, no. 2 (June 2019): 261–92, <https://doi.org/10.1007/s10648-019-09465-5>.

⁴² Richard Mayer, *Multimedia Learning*, 3rd ed. (Cambridge University Press, 2020), <https://doi.org/10.1017/9781316941355>.

⁴³ Pooja K. Agarwal, Ludmila D. Nunes, and Janell R. Blunt, "Retrieval Practice Consistently Benefits Student Learning: A Systematic Review of Applied Research in Schools and Classrooms," *Educational Psychology Review* 33, no. 4 (December 2021): 1409–53, <https://doi.org/10.1007/s10648-021-09595-9>.

⁴⁴ Yuichi Suzuki, Tatsuya Nakata, and Robert Dekeyser, "Optimizing Second Language Practice in the Classroom: Perspectives from Cognitive Psychology," *The Modern Language Journal* 103, no. 3 (September 2019): 551–61, <https://doi.org/10.1111/modl.12582>.

⁴⁵ Norbert Schmitt and Diane Schmitt, *Vocabulary in Language Teaching*, 2nd ed. (Cambridge University Press, 2020), <https://doi.org/10.1017/9781108569057>.

mastery.⁴⁶ For this reason, future editions should organize each unit through a progression from form recognition, meaning discrimination, and guided sentence construction to information-gap activities, short dialogues, and spontaneous personal responses. Task-based language teaching is particularly relevant because it makes meaningful language use the organizing unit of instruction while still allowing attention to linguistic form.⁴⁷

The transition from written morphology to speaking also requires interaction. During dialogue, learners must interpret input, negotiate meaning, produce output, notice gaps in their knowledge, and respond to corrective feedback.⁴⁸ A meta-analysis of task-based programs found generally positive effects when tasks were implemented systematically and aligned with learners' needs and program objectives.⁴⁹ However, communicative tasks should not eliminate explicit attention to *şarf*. Form-focused explanation and corrective feedback can be incorporated before, during, or after the task according to learner readiness and task difficulty.⁵⁰ The most productive pedagogical model is therefore not a choice between memorization and communication, but a carefully sequenced integration: morphological explanation provides accuracy, retrieval exercises strengthen accessibility, and communicative tasks develop transfer.

This interpretation refines the study's theoretical contribution. The companion book should not be understood simply as an expanded version of *Al-Amthilah al-Taşrîfiyyah*, but as a pedagogical bridge with three interconnected functions: reducing the cognitive difficulty of morphological analysis, strengthening retrieval of learned patterns, and creating conditions for their communicative use. The present findings provide evidence for the first two

⁴⁶ Kathleen Bardovi-Harlig and Llorenç Comajoan-Colomé, "The Relation of Second Language Acquisition, Instructed Second Language Acquisition, and Language Teaching from the Lens of Second Language Tense-Aspect," *Language Teaching* 55, no. 3 (July 2022): 289–345, <https://doi.org/10.1017/S026144482200009X>.

⁴⁷ Rod Ellis et al., *Task-Based Language Teaching: Theory and Practice*, 1st ed. (Cambridge University Press, 2019), <https://doi.org/10.1017/9781108643689>.

⁴⁸ Shawn Loewen and Masatoshi Sato, "Interaction and Instructed Second Language Acquisition," *Language Teaching* 51, no. 3 (July 2018): 285–329, <https://doi.org/10.1017/S0261444818000125>.

⁴⁹ Lara Bryfonski and Todd H. McKay, "TBLT Implementation and Evaluation: A Meta-Analysis," *Language Teaching Research* 23, no. 5 (September 2019): 603–32, <https://doi.org/10.1177/1362168817744389>.

⁵⁰ Nina Spada, "Reflecting on Task-Based Language Teaching from an Instructed SLA Perspective," *Language Teaching* 55, no. 1 (January 2022): 74–86, <https://doi.org/10.1017/S0261444821000161>.

functions, whereas the third requires direct oral-performance data. Future research should therefore assess whether learners can use target patterns accurately and fluently in unfamiliar speaking tasks, not only reproduce them in exercises similar to those contained in the book.

However, the improvement cannot be interpreted as definitive evidence that the product directly increased Arabic speaking proficiency. The pretest and posttest consisted mainly of written questions concerning definitions, morphological meanings, and derived forms. They did not directly assess pronunciation, fluency, interaction, oral accuracy, or communicative coherence. The findings therefore demonstrate improvement in functional morphological mastery that may support speaking, rather than direct improvement in speaking performance. This distinction is important because research on Arabic speaking skills normally evaluates actual oral production or provides learners with observable opportunities to produce spoken language.

The one-group design also limits causal interpretation. Student improvement may have been influenced by teacher assistance, repeated exposure to similar test content, increased familiarity with the material, or other classroom experiences occurring during the intervention. A future study should employ a comparison group, an oral pretest and posttest, and an analytic speaking rubric covering morphological accuracy, vocabulary use, pronunciation, fluency, and interaction. Delayed testing would additionally determine whether students retain the morphological patterns and can transfer them to spontaneous conversation.

Despite these limitations, the study offers a meaningful contextual contribution. It demonstrates that a traditional pesantren morphology text does not need to be replaced to accommodate communicative learning. Its pedagogical function can be expanded through a carefully designed companion book containing bilingual scaffolding, contextual examples, varied exercises, and oral applications. The principal contribution is therefore the construction of a bridge between the memorization of Arabic morphological paradigms and their functional use in language learning.

Conclusion

This study concludes that the developed bilingual Arabic–Indonesian companion book for *Al-Amthilah al-Taṣrīfiyyah* was feasible and effective in strengthening beginner learners’ functional morphological mastery. The product addressed the limitations of the original textbook by adding clearer explanations, vocabulary meanings, contextual examples, structured exercises, learning instructions, and guided applications of Arabic morphological patterns. Expert validation produced an overall score of 90.4 percent, indicating a very good level of content and design feasibility. Student feedback also supported further revisions to typography, color, images, and instructional presentation. Quantitatively, the learners’ mean score increased from 67.78 on the pretest to 89.24 on the posttest. The difference was statistically significant, $t(44) = 5.59$, $p < .001$, with a large within-participant effect size, $d_{z} = .83$. These findings demonstrate that traditional *ṣarf* materials can be pedagogically expanded without replacing their established role in pesantren education.

The main contribution of this study lies in presenting the companion book as a pedagogical bridge between the memorization of Arabic conjugational paradigms and their functional application in language learning. The developed model integrates morphological explanation, bilingual scaffolding, contextual practice, repeated retrieval, and gradual sentence production, thereby making traditional morphology instruction more accessible and communicatively oriented. Nevertheless, the findings should be interpreted carefully because the pretest and posttest primarily measured written morphological achievement rather than direct oral-speaking performance, and the study used a one-group design without a comparison group. Future research should employ oral performance assessments, analytic speaking rubrics, control groups, delayed posttests, and implementation across different learner levels and Islamic boarding schools. Such research would clarify whether improved morphological mastery is retained over time and transferred accurately and fluently into spontaneous Arabic communication.

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